PERSONAL COLUMN

PETER NEWSAM

Flying fists

'Teachers have made unanswerable the case for screwed-down-tight conditions of service'

To an outsider peering through the murk, what is happening in many schools as this Christmas term peters out looks like a form of slow riot. Admittedly, there is not much broken glass about. Nor has anyone thrown petrol bombs. But other non-violent manifestations of the disturbances of the peace that have flashed across the TV screens this summer look to be present. Perhaps that is not surprising. The reasons for what is happening in schools have much in common with what has happened on the streets. That much is clear. Equally clear, I believe, are some of the consequences of what has happened, both on the streets and in the schools. About the means of making 1986 a less awful year than 1985, there is far less certainty. As so often in education, what will *not* work is easier to be sure about than what will.

Take the reasons for disturbance first. There are few mysteries here from Handsworth to the school down the road. Of course there are some bad people about. But the theory that the trouble is caused by a few wicked people egging on lots of innocent bystanders ought now to be given a rest. Serious disturbance, in school or out, does not move far beyond the level of a pub brawl or a single school walk-out unless the villains are surrounded by a much larger group of people, in the most serious cases labouring under a powerful sense of injustice that appears to be without remedy.

But does what is happening in schools really share any of the manifestations of an inner-city disturbance of the peace? In three important respects it does. The first is that it requires the same overthrow of conventional behaviour and is accompanied by the same, sometimes exhilarating, sense of collective licence to be irresponsible.

At the height of the recent disturbances what was most striking, to me, was not how greedy or hostile they were, but how happy they looked. I have no access to the staffroom faces of those who are successfully [illegible] but I suspect that the reaction to the events of the past few days in many schools is not unlike that of the police in Brixton: a mixture of relief and exhilaration. To me, what was most striking was not how greedy or hostile they were, but how happy they looked. I have no access to the staffroom faces of those who are successfully [illegible] but I suspect that the reaction to the events of the past few days in many schools is not unlike that of the police in Brixton: a mixture of relief and exhilaration.

[illegible] good thrashing", seems to be the message. Whoever "them" may be supposed to be.

The second manifestation that disturbances in school or on the street have in common is that those in the middle of it forget to notice that the working environment that is being destroyed is the one they themselves inhabit and will continue to have to live in. From the outside, this oblivion looks extraordinary. Heads, staff, teachers, parents and children all appear to be energetically making life unpleasant for each other. Fists are flying all over the place and people are getting hurt.

Meanwhile, on the touchline, l.e.a.s are flapping their hands about and are genuinely upset. But their shins are intact. On the field, the referee has apparently swallowed the whistle; but a few hearty back-slaps from one or two friendly bystanders should put that right.

And the fact that there are so few bystanders is the third manifestation. It is an illusion that the whole world trembles as a result of riotous behaviour. All was calm within a few streets of Lozells Road in Handsworth. And so far as I there now. Personally, if the private sense of catastrophe is set aside, prolonged teachers' action has affected me less than a single [illegible]

[illegible] Two for sure. The first is that "law and order" procedures will be tightened up. The schools will not be policed, of course, but they will be made easier to control. This must not happen again, will be the theme. More dinner ladies are not exactly like riot police, nor are extensions to assisted places schemes and a few direct grant primary schools the exact equivalent of large coal stocks or plans for switching between fuels if supplies are disturbed. But there are similarities. The way to crack monopoly power of teachers or anyone else, is to reduce demand for the product and to vary the means of supply. So that will happen; is happening, perhaps.

A second consequence of disturbance is that it usually brings about the opposite of what is intended. A review of Public Order legislation over the past few years illustrates that. And, in this instance, by using the present shakily enforceable contracts to make effective education impossible, teachers have made unanswerable the case for screwed-down-tight conditions of service in the future. In this respect, they have made the employers efforts to move in this direction look amateurish.

Are any solutions in the offing? In an effort [illegible] tions for the appropriate Christmas stockings. The first is to be wrapped round a lemon and is directed at the select number of people outside [illegible] who can influence what [illegible] there. It comes from that epitome of Victorian values, the Reverend Edward Thring, and points to something better understood in the 1860s and the despised 1960s and 1970s than it seems to be at present.

Quite simply, schools cannot operate if society sends them contradictory [illegible] "What is a nation doing which calmly [illegible] and says: 'We will give all our honour power to the wielders of strength?' This the vandal over again, and a swinebreath Glory to the strong on the reverse side shield is oppression to the weak. The [illegible] pushed into a corner, and neglected, natural tendency to shrink from [illegible] educated into despair by their being [illegible] reminded, directly or indirectly, that labour is no good."

The second quotation, tied to a chos dove, is aimed at the most senior membe each teacher's union who can show that have not engaged in public slanging [illegible] with any other union leader in the [illegible] months. Leaving others to do the Tweedledum but, the suggestion is that those beligg should go away together and write a teacher's charter. The idea is to set out w teacher is rather than what a teacher should or what he or she should be paid for doing One spoonful of Thring before settling [illegible] please:

"A Teacher is an artificer of mind.
Above all a Teacher never lets a single [illegible] those put into his hands be spoiled, or [illegible] or flung aside through neglect, or [illegible]
A Teacher is the helper and friend of the [illegible] That is a Teacher.
Though law and public opinion make [illegible] impossible, dreams are beyond law".

Let us all agree upon that, anyway.

NOTICEBOARD

PEOPLE...

Mr John Watson, head of St James' High School, Exeter, to be head of Dawlish School on the retirement of Mr Ranjeth Brahmawar in January.

Mr John Bucktrout, deputy head of Baden Powell primary school, Hackney, to be head of Compton CE (controlled) primary school, Berkshire, on the retirement of Miss Heather Burns next April.

Mrs Kathleen Irving, deputy head of Joseph Lecide School, Walsall, to be head of Birkenhead High School from September on the retirement of Miss F Hallett.

Bryan Collins, head of Glyn School, Ewell, to be head of Leads grammar school from next September.

Mr A T Collins, head of Roch Valley high school, Rochdale, to be head of Whitcliffe Mount school, Cleckheaton on the retirement of Mr P Hattersley.

CONFERENCES...

December 18-19
Adult Education: Empowering the People – World University Service conference at Reading University. Fee £32.50. Details: WUS, 20 Compton Terrace, London N1 2UN (01-226 5747).

January 3-4
International sociology of education conference at Westhill College, Birmingham, on *Policy, Teachers and Education*. Details: Stephen Walker, Education department, Newman College, Bartley Green, Birmingham B32 2NT.

January 14
Central Council for Education and Training in Social Work conference on *Staff development in the field of mental handicap at Beeches* Management Centre, Bournville, Birmingham. Aimed at managers and trainers in social, health and education services responsible for staff development for those working with mentally handicapped people. Details: Rosemary Kirup, Administrative officer, CCETSW, Derbyshire House, St Chad's Street, London WC1H 8AD (01-278 2455).

January 16
Providing for the under fives: policies and practices in local authorities sponsored by AMA, London borough of Camden and Equality for Children, at Camden Town Hall, Euston Road, London NW1. A seminar, for politicians, practitioners, child care specialists and academics. It will consider local and national practices as well as international trends. Fee £25.75 (reduced rate of £14.95 for small voluntary organizations). Details: John Graystone, AMA, 36 Old Queen Street, London SW1H 9JE (01-222 8100).

January 24-26
Northampton TVEI project and the British Film Institute national conference in Northampton *TVEI and media education*. Workshops will focus on syllabus proposals, modules and practical exercises. Details: Philip Simpson, Head of education, British Film Institute, 81 Dean Street, London W1.

COURSES...

From January 22
A course on Wednesday evenings from 6pm–8.30pm on practical ideas to help children with reading difficulties at Roehampton Institute. Course tutor is Jeanne Nickson. Details: Christopher Jarmen, RICE office, Digby Stuart College, Roehampton Lane, SW15 5PH.

EVENTS...

December 14, 15, 21, 22, 28 and 29
Film shows at the Imperial War Museum at 3pm showing how Christmas was celebrated during the two world wars include *Christmas Day Passed Quietly, Christmas Under Fire*, and *Christmas in Tobruk*. Admission Free. Lambeth Road, London SE1.

December 20 – January 6
Wings, Wigs and Wagons family activities at the National Portrait Gallery in conjunction with the exhibition, *Hallelujah! Handel*, a celebration of his life and times. Details from the Holidays Activities office, St Martin's Place, London WC2H 0HE.

January 23, 24 and 28
Nero and Poppaea: Ancient Rome and Monteverdi's opera is the theme of a study day at the British Museum with Kent Opera. Tickets £3 adults, £1.50 students from the British Museum Education Service (Nero), Great Russell Street, London WC1, cheques payable to Kent Opera.

INFORMATION

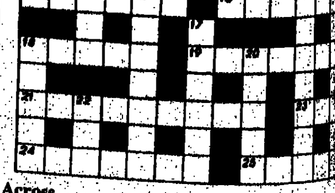
An Oxford Polytechnic student is investigating attitudes to sex education within the teaching profession. She would like to contact probationary teachers to discover the involvement in sex education of their own training establishments. Details: Penny Jones, 65 Bulan Road, Headington, Oxford OX3 7HZ.

PUBLICATIONS...

National Deaf Children's Society Yearbook provides a comprehensive list of educational provision for deaf children in the UK, including a list of state and non-maintained schools and units in each county, it gives details of paediatric services, educational audiologists, names of chief education officers and the heads of services for hearing-impaired children. It also introduces the work of the NDCS and lists contact addresses for NDCS parent self-help groups. It costs 50p including postage and is available from NDCS, 45 Hereford Road, London W2 5AH.

Young people with special needs. A booklet on identifying disability written for careers officers, advisers and teachers. Published by the Institute of Careers Officers, 27a Lower High Street, Stourbridge, West Midlands, price £3 including postage.

No 233 CROSSWORD by Ki



Across
1 It may support a board of education (5)
4 Makes a secret arrangement (7)
8 Travel to a port in India (3)
9 Sick joker? (3-6)
10 Bitterness associated with an age old craft (7)
11 The first heartless estate (5)
13 Release a rubella design (6)
15 Where you'll find screws on the doors (6)
18 A month to live, perhaps (5)
19 Authorise a backward Middle East nation (7)
21 Pay [illegible] (3)
23 policeman (9)
25 Look both ways (3)
24 Favourable weather forecast but fear it's incorrect (3,4)
28 Such people want a lot (5)

Down
1 Black books (7)
2 A steady lad, might be good for a tip (6,5)
3 French flower I have knowledge about (5)
4 Stop a letter giving settlement (6)
5 It provides no latitude for the navigator (7)
6 To love is just as well (3)
7 It supports progress with conscious pride (9)
12 Plaid to be far an [illegible] (9)
14 Treacle [illegible] a single [illegible] (7)
16 Can be [illegible] children's [illegible] (7)
17 N. Ayrshire hall a double [illegible] (7)
18 May see [illegible] called cardi[illegible] (3)
20 Clean down (3)
22 Head of [illegible] union (3)

Solution [illegible]

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Secondary schools ignore assembly law

by David Self

Only 6 per cent of maintained secondary schools come close to obeying the 1944 Education Act's requirement that each day shall begin with collective worship involving all pupils.

This emerges from a *TES* survey that gives a remarkable insight into school assembly arrangements in England and Wales. A questionnaire was sent to 10 per cent of maintained and independent secondary schools earlier this term and responses were received from nearly three-quarters of them, making it considerably more representative than most market and opinion surveys.

Fewer than one in three county secondary schools has a space in which the entire school can conveniently assemble. The figure rises to only 35 per cent when the separate sites of split-site schools are regarded individually. In the independent sector, however, nine out of ten schools have an adequate assembly hall.

No more than seven l.e.a. schools reported holding a daily, full-school assembly; though just over 20 per cent hold at least one a week. If full-school assemblies are comparatively rare, smaller gatherings seem more popular. In three-quarters of the maintained schools, year assemblies are held regularly but (even including such assemblies) under 15 per cent of pupils are expected to attend a daily assembly and more than 50 per cent have assembly only once or twice a week. In independent schools, compulsory assembly can apparently occur as often as twice a day.

Despite the 1944 Act's reference to "an act of worship", almost 10 per cent of county schools report "never" holding an act of worship, but more than 40 per cent of such schools say their assemblies are "usually" or "always" an act of worship. Starting the day by singing a hymn also seems to be on the decline: 30 per cent of schools no longer expect their pupils to participate in this activity.

Some national and regional trends are noticeable. In Wales, all but one of the responding schools expect their pupils to join in communal prayer at least occasionally, while in 78 per cent assembly is "usually" an act of worship. In the English metropolitan districts this figure drops to 30 per cent, though it is higher in the shire counties, notably in Surrey and in the counties north of the Mersey and Humber.

The opportunity offered to head-teachers to express their coments on assembly provoked wide-ranging responses. "Develop a sense of community" and "the ethos of the school" were phrases which recurred with remarkable regularity, while one head observed bluntly: "Assembly is an anachronism."

Special report pages 8, 9

NEXT WEEK

Future ghosts
Maurice Holt's 1985 Christmas Carol

Collective worship
David Self reports on a TES survey which asks schools how they hold assemblies and what form they take

Non-Christian Christmas
Philippa Davidson visits some multi-faith festivities in schools

The original Irish RM
Penelope Fitzgerald on Somerville and Ross

Austere age: headmaster Brian Bradley, teachers and pupils from Hyde primary school, Hampshire recapture the mood of the last century – as part of the school's centenary celebrations. Dressed as Victorians, they gathered on a blasted heath in front of their New Forest school before enjoying a carol service. Picture: Pat Timmons/BNPS

Town hall chiefs may snub union

by Mike Durham

Senior education officers in many l.e.a.s are concerned that the new town hall top people's union, FUMPO, may not be recognized by local authority employers.

FUMPO – the Federated Union of Managerial and Professional Officers – is due to be launched on January 1, when 20 existing local government unions combine into a single body.

The Association of Education Officers, now a separate union, will become the education division of the new organization.

But there is still no clear agreement on the status of senior town hall staff or on the negotiating rights which the new union will be entitled to.

In Sheffield, where the local authority is hoping to introduce a "single status" agreement covering conditions of work for all its employees, senior education staff are particularly concerned at the outcome.

A senior education officer said: "At the moment there is no problem and no dispute. But we could be in limbo and it may take two or three years to sort things out."

Unions planning to join the new federation have been circulated with guidelines warning them against town hall closed shop agreements.

NUT poised for boycott

by Richard Garner

Members of the National Union of Teachers will be urged to boycott all work outside the classroom next term – except lesson preparation and marking – even if the smaller unions agree to settle the pay dispute.

It was previously suggested that the union would only continue with some sanctions, such as 'no cover' action, in the event of a pay settlement. However, the NUT's special salaries conference on January 18 will now be urged to approve an immediate ballot of the 165,000 members on a whole range of actions in the event of an agreement.

These include: refusing to cover, banning lunchtime supervision, refusing to complete school records, reports or pupil profiles outside normal school sessions, and a ban on co-operation over the introduction of the new 16-plus examination, the CPVE, AS levels and all work funded by education support grants.

If there is no settlement between now and January 18, the conference will be urged to support increased strike action. Informal talks aimed at settling the 10-month-old dispute were continuing as *The TES* went to press.

Meanwhile, the union leadership has drafted its pay claim for 1986 – calling on the conference to approve a demand for a rise of at least £1,700 for every teacher as a first step towards a radical re-shaping of the profession's salary structure. This would cost local authorities about 17 per cent.

The NUT is calling for a new structure based on a starting salary of £8,000 from next April – rising by 10 equal increments of £850 a year to £16,500. It also says there should be extra responsibility allowances giving a maximum salary for a classroom teacher of £19,000 a year. The maximum salary for a head teacher would be £31,500.

Anorexia victims include boys

by Susannah Kirkman

Anorexia nervosa does not only affect adolescent girls; its victims include boys and children as young as eight, according to research carried out at Great Ormond Street Hospital.

All the children in the survey had developed anorexia between the ages of eight and 14, and more than a quarter were boys.

The research appears to refute the theory that anorexia only affects teenage girls who are frightened of becoming adults and forming sexual relationships.

"It seems to contradict the feminist argument that anorexia is brought on by the tensions caused by women's role in society," added Dr Rachel Bryant-Waugh, who carried out the study and works at the Department of Psychological Medicine at St Bartholomew's Hospital.

The research followed the progress of 48 patients – the largest number of anorexic children ever studied – who had been referred to Great Ormond Street between 1960 and 1984.

Speaking at the annual conference of the British Psychological Society in London this week, Dr Bryant-Waugh said that anorexia could be related to family problems in a high proportion of cases. Many of the children had parents who rowed or were divorced.

Difficulties at school might also act as a trigger for the illness, Dr Bryant-Waugh added. Some of the children surveyed had been pushed to excel academically.

And nearly half of the patients were the youngest children in the family.

Dr Bryant-Waugh suggested that parents were often either more casual or more protective towards youngest children.

More research into the causes of anorexia is urgently needed, according to Dr Bryant-Waugh. Between 1960 and 1984, there were on average, two new cases a year at Great Ormond Street, but the hospital now has a new case every month.

The prognosis for young children who develop anorexia is poor, the research indicates. "A substantial proportion continue to have eating difficulties or menstruation problems when they are adults," Dr Bryant-Waugh said.

A number of anorexics will die from the illness, Dr Bryant-Waugh claimed. One of the children in the Great Ormond Street sample died from internal bleeding after persistent vomiting.

THIS WEEK

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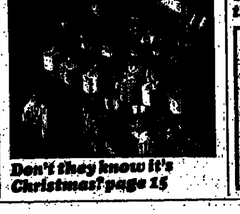

Don't they know it's Christmas? page 15

The secret world of the Irish RM page 16

Resources: Tapes for toddlers to teenagers page 22

TIMES PAST — THE TIMES

Where two or three are gathered . . .

Elsewhere in this issue David Self analyses the replies to a *TES* postal survey of secondary school practice with regard to morning assemblies. We sent out a questionnaire to a random sample of one in 10 secondary schools. Seven out of 10 replied – a very high response rate – which suggests that this is a topic which arouses considerable interest at this time. Our thanks to all who managed to find the time to send replies.

The pattern which emerges is in line with previous enquiries. There is a very wide range of practice in the schools. That is to say, schools vary enormously in how often they assemble, when and in what groups, and in whether they carry out their statutory duty to engage in worship.

It is quite clear from the replies that most secondary schools take the question of assembly seriously. As for the section of the Education Act which demands that every school day shall begin with "collective worship", this has clearly fallen into disuse for reasons which relate to changes *which have been taking place in society at large.* The law requires that every school day should begin with "collective worship" and that the arrangements should provide for "a single act of worship" unless the school premises make this impracticable. The physical layout of schools prevents two schools in three from gathering as a single unit. In practice, many schools do not assemble every day – even where the premises make this possible – and many school assemblies do not take the form of "collective worship" or "a single act of worship". The figures confirm therefore that only a minority of schools actually conform to the Act. All – or almost all – are vulnerable to the intervention of litigious parents or over-zealous HMIs, or Ministers seeking to make names for themselves. As has happened in London recently, when politicians or HMIs get involved, the one option which is not open to anyone is to go back to the Act itself.

The arrival in the schools of large populations of pupils who belong to religions other than Christianity has created a situation which the authors of the 1944 Act never envisaged. True, the Act doesn't specify "Christian" worship, but this was tacitly assumed. Now schools which are seeking to create real communities embracing children of many creeds and none have been adjusting their corporate life accordingly. A Christian act of worship in a school with a sizeable Moslem population would be divisive (or this is how many could interpret an arrangement which caused the parents of many pupils to exercise their right of withdrawal). On the other hand to devise an all-purpose act of worship, suitable for all faiths, sounds like a recipe for disaster – and in *any case, will not prevent orthodox* Muslims from requiring time for their own formal religious observances.

What has happened does not only reflect the changed ethnic composition of the population. It also stems from changes in religious belief and observance throughout the population – the fall in church attendance, the rise in indifference and agnosticism. The 1944 Act requirements go far beyond even what most church representatives would now advocate, let alone most teachers or parents.

The survey shows, however, that many – probably most – heads are in favour of some sort of regular assembly. It is the notion of worship which causes the trouble. Worship is an undefined term – or rather a term which is only defined negatively, in that all we know about it in legal terms is that it must not (in county schools) be distinctive of any particular religious denomination ("denomination", again, implying Christian *denomination). What is worship, within the* meaning of the Act? *The TES* survey asked questions about prayer and hymn-singing as a rough and ready way of getting at "worship". Between a fifth and a quarter of county schools never require pupils to engage in worship within this definition, but this implies that, with more or less regularity, between three-quarters and four-fifths do.

Not only are there wide differences between what happens in schools within the same l.e.a., there are also wide regional differences between north and south and east and west. In 78 per cent of the Welsh schools answering our questionnaire assembly is still usually an act of worship; in the Home Counties less than a third of schools said assembly "usually" took the form of an act of worship.

In their comments, heads were divided about what to do about all this. There is quite a strong case for doing nothing – let sleeping dogs lie, and take advantage of the fact that, legally or illegally, most schools manage this difficult matter quite well. Other arguments can be erected on the back of the Sunday trading legislation. If the Government believes it is undesirable to soldier on with out-of-date and unenforced laws on Sunday trading, how can out-of-date and unenforced laws on school collective worship be tolerated?

Our survey only looked at secondary education. Primary schools may be different. But at secondary level there is a strong case for saying that it has ceased to be possible to operate present law and that there are only two options. One is (as with Sunday trading) to sweep away the *presumption* that there needs to be any legal prescription and allow each school / governing body / l.e.a. to make its own rules. Most schools believe quite strongly that it is desirable to hold an assembly from time to time, but not necessarily an occasion for religious devotion. Why not there be a national rule about this when so much is left to the l.e.a.s and the schools?

This is a strong argument. The second option – a variant of it, as advocated by the National Association of Head Teachers: let Parliament decree that schools should assemble (subject to their architectural limitations) once a week, and let school governors decide about worship (if any).

Of these two, the first option – to sweep away this legislation altogether – would be preferable. If the schools believe assemblies are valuable to promote a sense of corporate being (and to provide a platform for the head's pep talk) let the schools go ahead. If schools – as many do – believe that assembly with a religious dimension provides an opportunity to introduce pupils to the dimension of experience that is relevant, let them organize their assemblies accordingly. But why do we need to regulate this by law? We did. And we show we don't by ignoring the rules as now have.

COMMENT

Dons and their freehold

A law to take away university teachers' tenure sounds at first sight like an offensive intrusion into the autonomy of the universities and a threat to academic freedom – just the sort of thing which might be expected of an authoritarian government, hostile to scholars and scholarship. A second look reveals something less sinister (if less immediately exciting). A university teacher's contract of employment is not the same everywhere. The small print, including the terms on which he or she may be made redundant (if any) depends on the particular charter of each university. Some universities, for example Oxford and Cambridge, have charters which entrench the don's freehold like a Church of England parson's. Others, including some, but not all, of the modern foundations, give no such absolute protection. Custom, however, has extended the notion of tenure (an Americanism?) so that, to all intents and purposes, all university teachers have a very high degree of job security.

What is now proposed is for the future only. It won't apply retrospectively to those already engaged under present charters and statutes, but it would apply to lecturers later promoted to new positions. Charters will be reviewed, one by one, to remove the concept of a freehold and substitute terms which make it possible for universities to terminate the contracts of teachers if changes in academic structures and student demands make this appropriate – that is if the job for which a university teacher has been hired disappears. No doubt Parliament will want to see that whatever terms are devised build in protection for mavericks and non-conformists and that there are appeal procedures for those who think they are being sacked unfairly.

The immediate effect will be small but if the fiasco of the 1981 cuts were repeated in – say the year 2010 – then the universities would be able to adjust more quickly and without the wasteful redundancy exercise recently chronicled by the Comptroller and Auditor-General.

The change makes sense in managerial terms: the present arrangements are absurdly inflexible and inefficient as well as uniquely favourable to one small group of teachers. But, looking back on the 1981 fiasco, anybody may be forgiven for believing that the Government would have been wiser – on academic, no less than on financial grounds – to have given the universities more time. And if they had given them more time the changes could *have been made, tenure or no tenure,* at much lower cost all round – and contracts will make managers out but they won't make Ministerial managers.

. . . no comment

"This candidate is writing sentences that aren't sentences . . . shows a total lack of organization . . . is obviously not in control of what he is writing . . . can't write correct tenses . . . produces a good deal which is gibberish . . . so much that is irrelevant . . . and is spelling of common words is weak. To be awarded him a grade 4".
Chief examiner's report to a high English Language standardisation meeting.

A century of poets

The death of three poets, Robert Graves, Geoffrey Grigson and Philip Larkin, focuses them briefly in an incongruous triptych.

This century is spanned, from Graves's war, "Infection of the common sky / That sagged ominously upon the earth", through Grigson's *New Verse* to which Auden's early poems came, "is that writing an airborne Daddylonglegs might have done with opaline", to Larkin's existential world of inter-city landscape and death.

It was Philip Larkin's obituaries that told an implacable sadness on the week's post because he was the youngest, but because of the accompanying poems. His dawn form of death came too scurvy-sharp off the page with the knowledge that his worst had just happened.

Larkin looked at religion unblinkingly. *"That vast moth-eaten musical* brocade / Created to pretend we never die", but took no comfort from his disbelief. Geoffrey Grigson, on the other hand, could urge, in a poem to his dead clerical father, to all to whom he wanted to live, and described himself as leading "a simple, normal, rustic life with my family and a wide circle of sane and intelligent friends". It seemed like something to aim for.

Robert Graves

Philip Larkin

Geoffrey Grigson

What do we want from our poets now? Who will be particularly mourned a generation ahead? Only 10 years ago Anthony Thwaite could be sure that Larkin "will continue to write poems that stand above the battle" but not, that there'll be a public that recognizes their merit". Now the public is assured, but it sits in the opposite corner to admirers of the writer who I would guess has done more to make teachers believe that poetry is as necessary as [illegible]

Enjoy, there being no / Better land. The broad catalpa / Leaves turn brown, / Wrinkle, fall and clutter / The wet ground. Visual effects and the natural world seam his poetry, and his prose was at its keenest when appraising poets similarly observant such as Hopkins and Clare.

The Times claimed that Robert Graves "will go down in literary history as one of the great English eccentrics". Eccentric? When I was young and trying to discover about writing I saw him as the essence of what an author might be: truthtelling, passionate, witty and inspired; in all, a most centred person, who had chosen what he wanted to do, where to live, and how to live it. Geoffrey Grigson, on the other hand, could urge, in a poem to his dead clerical father, to all to whom he wanted to live, and described himself as leading "a simple, normal, rustic life with my family and a wide circle of sane and intelligent friends". It seemed like something to aim for.

What do we want from our poets now? Who will be particularly mourned a generation ahead? Only 10 years ago Anthony Thwaite could be sure that Larkin "will continue to write poems that stand above the battle" but not, that there'll be a public that recognizes their merit". Now the public is assured, but it sits in the opposite corner to admirers of the writer who I would guess has done more to make teachers believe that poetry is as necessary as [illegible]

Larkin affects us through fear of his own death, while Douglas Dunn's *Elegies* has moved thousands of readers by describing the other face of domestic modern death, a loved one dying of cancer. Dunn's earlier poems about mid-life are also painfully, sometimes exquisitely, recognizable. His *Modern Love*, "Our lives flap, and we have no hope of better / Happiness than this, not much to show for love / But how we were, rich with Larsin's *Talking in Bed*, "It becomes still more difficult to find / Words at once true and kind, / Or not untrue and unkind.

The writer many people name when contemporary poetry is mentioned is Seamus Heaney. To widen and deepen, through true poetry and without rhetoric, the sense of Ireland in the English consciousness is an influence that could not have been foretold after the present cycle of troubles started. The Northern Irish renaissance will not change anything on the ground but respect for the poems may provide invisible support to some who grapple with the problems.

Thinking of Heaney, Hughes and Dunn, I wonder if death isn't one of the subjects readers presently wish to confront. As though, if at least it can be faced, life – which has gone no [illegible] at the moment – may be replenished. Certainly it was the subject of one of my favourite poems this year, Peter Redgrove's *The Funeral* in *The Man Named East*, though that is a great poem full of light. As replenishers Peter Redgrove and Penelope Shuttle, collaborators, spouses, explorers, constitute a creative stronghold of a kind that in the future may develop reafforest countless minds hollowed by events.

Paddy Kitchen

NEWS

Ray Honeyford: total settlement of £161,900.

Union warns heads to take in implications of Honeyford case

by Bert Lodge

A warning on the implications of the Honeyford case for heads came this week from the National Association of Head Teachers.

This followed the announcement last weekend that Mr Honeyford, head of Drummond Middle School, Bradford, who was at the centre of a race relations row for the past 18 months, had reached a financial settlement with Bradford education authority allowing him to retire early.

"The education service as a whole needs to look long and hard at the position of heads when they are called upon to make public statements on issues of controversial importance," Mr David Hart, NAHT general secretary said. "I can see them being caught in a *Catch-22* situation. They may disagree with the policies of their employers but refuse to make any statement against them.

"By doing so they then fall foul of their governors or parents who may regard their failure to make a statement as a *sign of cowardice.*"

Mr Honeyford was suspended by the local authority after a vote of no confidence in him by the schools subcommittee. He returned to work after his governors backed him and a High Court judge ruled that their will should prevail over that of the authority. This was later reversed in the Court of Appeal.

Referring to a statement this week from the National Union of Teachers, dissociating itself from views expressed in published articles by Mr Honeyford and reaffirming the union's commitment to "an anti-racist education service", Mr Hart said he was increasingly worried about the word "racist". He said: "It's being used as a blanket term of abuse about anyone who holds views differing from a certain orthodoxy. The NUT is helping nobody – just making it more difficult to bring in the more appropriate term "anti-discrimination".

Mr Hart said he hoped the lesson of the Honeyford saga to local authorities would not be lost. "If they allow themselves to be wrong-footed by a pressure group and don't take early steps to resolve the dispute then the final price can be very high."

One of the leading members of the parents' action group, which spearheaded the campaign against Mr Honeyford was Mr Reuben Goldberg, a Labour councillor and governor of Drummond School. After the settlement was announced he said: "We wanted Mr Honeyford to go and he is going. Now we are looking forward to the school getting back to normal with a new head teacher."

Mr Honeyford, currently on sick-leave from his £15,000 a year job, will retire officially on December 31. Aged 51, he will receive:

- A pension of £6,500, index-linked from the age of 55 (because he entered teaching late, his service numbers only 24 years but this has received the maximum enhancement of 10 years)
- A lump sum of £19,600
- *A special payment of £42,500 "in* settlement of all outstanding claims against the council". This means he drops the appeal to the House of Lords against the Appeal Court decision.
- An out-of-court settlement of £5,000 in lieu of proceeding with a libel writ against the council (an internal memo referred to him as a "known racist")
- £3,800 as three months' salary in lieu of notice. He will also receive all back pay won for heads when the current pay dispute is ended.

The total settlement has been calculated at £161,900 but Mr Peter Snape, general secretary of the Secondary Heads Association disputed this week that it was a record. "A head of a group 10 or 11 school on £20,000 a year retiring at, say, 52 with maximum enhancement can easily draw £130,000 in pension up to 65 plus a lump sum of £30,000. And in a number of cases we have negotiated a year's pay in lieu of notice or a year's secondment. That's another £20,000."

Freud set to quit Select Committee

by Biddy Passmore

Mr Clement Freud, Liberal education spokesman, has asked to resign from the Commons Select Committee on Education because he cannot stand the stately pace of its inquiries.

He is especially critical of the way the committee was chaired by Sir William Van Straubenzee, Tory MP for Wokingham and the parliamentary spokesman for the Church Commissioners.

The committee was run "a bit like the synod – we have a lot of pomp," Mr Freud said on the BBC radio programme *In Committee*.

Speaking to *The TES*, he stressed that he had nothing personal against Sir William but felt there was "a terrible lack of production".

The committee's primary inquiry, which had been set up partly at his suggestion in the summer of 1984, seemed to have become "a life-long indulgence", he said; not a finding had been published yet.

The primary inquiry – which Sir William has always said might take two years – is expected to produce a report next September.

Mr Freud also expressed impatience with the committee's "scrutiny sessions", when the MPs summon Sir Keith Joseph, and senior officials to question them about issues of current concern.

Mr Freud was joined in his criticisms on the radio programme by Mr Terence Lewis, a former Labour member of the committee.

Mr Sean Hughes, MP for Knowsley South, is also due to leave because he has become a Labour Whip. And Mr Robert Key, Tory MP for Salisbury, will have to resign because he has been made Parliamentary Private Secretary to an energy minister.

But the departing members may take some time to replace. The Alliance is currently blocking appointments to select committees because of a row over party representation on the Welsh committee.

Sharp fall in demand for PGCE

Applications for places on Postgraduate Certificate in Education courses leading to secondary teaching are down by more than a quarter this year, it was reported this week. But the demand for primary places has dropped by only 5 per cent.

Mr Jonathan Garnett, senior administrative officer of the Graduate Teacher Training Registry, the section of the Clearing House which processes all applications for postgraduate teacher training, said that by last week just over 11,000 applications had been received for the 8,800 PGCE places.

"This compares with about 13,500 this time last year," he added. "But the rate of applications can be erratic. Last year we were very busy as late as September and October for that year's entry."

According to the registry, 20 out of the 30 university departments of education began their PGCE course in October with places still vacant. Most of these were, predictably, in the shortage subjects of maths and the sciences.

Applications for BEd courses have also dropped by about 5 per cent.

- **Figures released this week by the Universities Council for the Education of Teachers show that only 4 per cent of those finishing a PGCE course this summer had still not found a teaching post by mid-October.**

Fowler turns the screw

A further tightening of the financial squeeze on students was announced this week, with the news that grants are to rise by only 2 per cent in the next academic year and that students are to lose their entitlement ot benefits during vacations.

On the same day as Sir Keith Joseph announced the small rise in grants, Mr Norman Fowler, the Social Services Secretary, confirmed in his White Paper on social security reform the Government's view that students should not depend on social security benefits.

As a first step, the White Paper said, the Government intended to "simplify" the arrangements for paying housing benefit and to exclude students from eligibility for supplementary and unemployment benefit during the Christmas and Easter vacations.

The changes, which will be set out in a consultation paper, are planned to take effect during 1986. Half of the resulting £40 million will be returned to students through adjustments to grants.

NAB fails to break poly planning deadlock

by John O'Leary

A lengthy and sometimes stormy meeting between Sir Keith Joseph and the National Advisory Body has failed to break the deadlock over next year's planning of polytechnics and colleges.

During the lunchtime meeting, which lasted almost twice its allotted time, the Education Secretary reassured members of the NAB committee about their continued role. But he refused to budge on any of their specific complaints.

Sir Keith is considering new proposals from the NAB for a compromise on teacher training, which would leave responsibility for the subject with the body, without meeting his May deadline for advice. But there is little optimism on either side about the chances of a settlement.

On the four issues raised by the NAB, Sir Keith insisted:

- he could not wait longer for the outcome of a review of teacher training intakes;
- he could not accept the NAB's advice to close De La Salle College, near Manchester, without allowing *time for full consultations on new* merger proposals because of possible legal challenges;
- Government policy would not allow the release of more money for capital projects;
- he could make no guarantees about additional funding to meet the expected shortfall in Government support for polytechnics and colleges in 87–88.

Mrs Nicky Harrison, the senior local authority representative at the talks, said "We put a very strong case to him, but I don't think we changed his mind. There were a lot of very frustrated people there from NAB trying to do a very difficult job without much help from the Government.

"I was absolutely convinced of his confidence in NAB – in fact, he seemed rather surprised that we should doubt his feelings on that. But there was nothing put in front of us on teacher training that we believe is a viable alternative."

Faced with the NAB's claims that eight polytechnics or 15 colleges might have to close because of the inadequacy of Government funding, Sir Keith launched a counter-attack. Officials contested the accuracy of the £15 million shortfall calculated 86–87, insisting that the true funding gap was only half as big.

And Sir Keith laid the blame for much of the shortfall at the door of the *local authorities themselves, for con*ceding a pay rise for lecturers which they could not finance. He argued that the settlement was made on the basis that there would be gains in efficiency but the local authorities were now expecting the Government to foot the bill. *TES*

SERC nets bulk of extra science cash

The Science and Engineering Research Council is to get more than half of the £15m extra cash for science that Sir Keith Joseph managed to extract from the Treasury in the last public spending round.

The extra money – £6m for strategic research of industrial relevance and £2m to boost super-computing facilities and equipment grants – brings the Council's allocation for 1986–87 up to £315.5m, out of a total science budget of £614.6m, Sir Keith told the Commons on Monday.

Other councils that will receive more money are the Agricultural and Food Research Council, which gets an extra £2.5m, bringing its budget up to £52.7m; the Medical Research Council (plus £2.5m to £128.3m); and the Natural Environment Research Council (plus £1.9m to £70.3m).

But the Economic and Social Research Council, which appears still to be on probation, has got none of the extra money. Its planning budget stays at the original figure of £23.3m.

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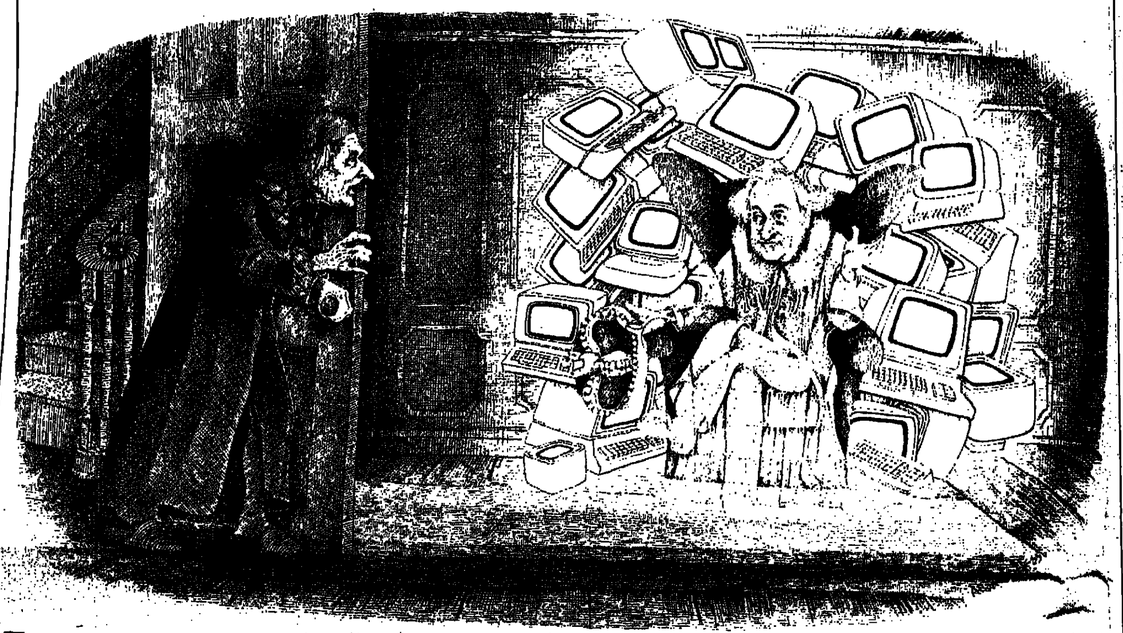
PLATFORM

'Consciousness of the work process cannot start too early and it is enriching for young children to learn how the world earns its living.'

Inspired by these recent thoughts from an HMI, Maurice Holt offers . . .

A 1985 CHRISTMAS CAROL



It was Christmas Eve, and Scrooge sat at his executive desk in the austere offices of Scrooge, Friedman, Joseph and Tebbit, Purveyors of Free Market Requisites to Gentlefolk. His partners had long since moved on to higher things: Scrooge was content to devote himself to the humble pursuit of wealth. Through the shaded windows came the merry shouts of shoppers, squandering their Christmas bonus on consumer goods. From the next room could be heard the delicate frou-frou of the daisywheel printers, as Scrooge's computers performed their sums under the watchful eye of Bob Cratchit, the systems analyst. Scrooge grunted with approval, and turned down the thermostat another notch. With a major new deal hanging in the balance, this was no time to waste scarce resources.

There was a knock, and two portly, well-to-do gentlemen in dark suits entered the room. Scrooge rose, rubbing his hands to arouse a little warmth in them. "How the Dickens did you get in?" he demanded. "Who are you?"

"We're from the Manpower Services Commission," replied the fatter and rosier of the two. "All doors are open to us. We should like you to increase your provision for the workless and unwaged. Many thousands in this great city are in want of everyday work-skills."

"Are there no Young Worker schemes?" asked Scrooge. "No Community Programmes, no Enterprise Allowances? I pay enough in taxes for these luxuries."

"There are," replied the other gentleman. "But we would like you to take some more YTS trainees in the new year. How many shall we put you down for?"

"None!" Scrooge replied. "I have two of these idlers already. Good day to you both!" And with that he showed them to the lift.

That night, Scrooge awoke just as the last electronic chimes of midnight were sounding from the round-the-clock counselling centre nearby. A strange glow filled the room, and there was a weird humming sound. Scrooge sat up, and saw that the light was coming from the room next door. He shuffled across and cautiously looked inside. A dazzling radiance greeted him: he was astounded to find his television lounge crammed with microcomputers, word-processors, visual display units and automatic lathes of every description. And seated in Scrooge's favourite arm-chair was a hawk-eyed individual wearing a set of new and shiny ermine robes. Around his head glowed a strange aura of laser-beam light.

"Who, pray, are you?" asked Scrooge. But beneath his boldness, he was frightened. For he had managed to make out, tattooed in ghostly writing on the stranger's chest, the terrible letters "TVEI". Scrooge knew that, just as the Roman legions carried banners with the device "SPQR", so did the barbarians they vanquished sport the dreaded "TVEI", the war-cry of the philistines.

"I am not a real lord, but a spirit lord," said the stranger in a soft, beguiling voice. "I come from the fairyland of Graffham, and here are some of the wonders of that beautiful land."

"Truly, they are remarkable, O Lord of Graffham" replied Scrooge, who already sensed the chance of a trade-off.

"You answer well," said the spirit. "But alas, Scrooge, you have erred. You must come with me, and I shall show you many disconcerting things."

At once the glittering equipment vanished as if by magic, and Scrooge found himself walking alongside his visitor down a dark country lane. Presently commuter estates came into view, and then a brightly-lit primary school. From inside came the cheerful babble of the children.

"I recognize this!" cried an astonished Scrooge. "This was where I learnt my tables by rote, and sewed purses, and gained consciousness of the work process. Ah, how enriching it was, to learn how the world earns its living!"

"Exactly," said the spirit. "And you were fortunate, for that was in the good old days of the Worldly Wise HMIs, when the blessings of payment by results were still a happy memory. Then came the Wet and Woolly HMIs, alas, and you can see what we have to contend with."

Scrooge found himself looking down, as if through the ceiling, on an extraordinary scene. Inside the school the children showed every sign of happiness. Gone was the sullen repression of his own childhood; here were children acting out a Christmas play, building models, playing instruments and even talking freely to the teachers. In one corner of the headteacher was reading aloud to a small group.

"Why are they not seated in orderly rows, each studying the workings of the Stock Exchange using the officially-approved software program?" asked Scrooge. "This is an outrageous waste of time."

"Worse is to come," said the spirit. "The headmaster, of all people, is reading an out-of-date Christmas story from a politically-motivated old book. Listen."

At once Scrooge was transported invisibly to the group of children in the corner. "Mr Fezziwig," read out the head, "has the power to make us happy or unhappy. His power lies in words and looks; in things so slight and insignificant that it is impossible to add and count them up. The happiness he gives is quite as great as if it cost a fortune."

"Why," shouted Scrooge, "this is subversive nonsense. Happiness can only come from hard toil. Children must be told that. And there is nothing at all in this world which cannot be measured and counted up."

"Right on," said the spirit. "Spoken like the new generation of Worldly Wise HMIs, who believe in objectives, assessment and evaluation. Yes, we must put a stop to all this."

"Glad to hear it," said Scrooge. "Can we go now?"

"Not quite," said the Lord of Graffham. "You see that scandalously irrelevant school orchestra? Well, in the middle is a disabled child, beating time with his crutch."

"But of course," cried Scrooge. "It's Tim Cratchit – Tiny Tim, the son of Bob Cratchit, my office manager. I'd forgotten he'd bought a house out here. Why, and there's Peter, his 10-year-old. And Martha, his young sister."

"Precisely," said the spirit. "But don't forget there's also the older Cratchit twins, Shane and Wayne – both now unemployed school-leavers. Because their education was frittered away on liberal tosh of this sort; they have no transferable skills. So they have no jobs."

"But surely they'd have jobs if the Government adopted different policies?" asked Scrooge. Yet the words were scarce out his mouth before Lord of Graffham raised his left finger, and a searing pain coursed Scrooge from top to toe. "No, no," cried Scrooge. "My mistake. You're right! The Government's right! In the education system's all wrong. Please, don't punish me again, I'll do anything. Anything!"

"So you'll take on Wayne and Shane as YTS trainees from the first of January?" asked the spirit.

"Yes, yes!" said Scrooge.

"And you'll guarantee that no Christmas pay rise to Bob Cratchit on return for a genuine productivity increase, and not mere seasonal payment?"

"Of course, always!" Scrooge exclaimed.

"Right," said the spirit. "Repeat after me: I swear never to let irrational and unscientific instincts get the better of me, by all the power enshrined in the transcendental form of MSC, CPVE, YTS AND TVEI."

"I swear it! Every single transmogrifying acronym!" declared Scrooge. "And what is more – I believe that training and education are one and the same thing. One and absolute. I really believe it. I really do. And I believe in the holy trinity of grammar, technical and practical – and in the book of life skills!"

"Good, that's enough," said the Lord of Graffham. "You have purged your sin, and returned to the fold. And She, the Wondrous Giver of Good Things, is all forgiving. If I can become a lord, who knows what you might aspire to? Does not 'Ebenezer Scrooge, CBE' have a certain resonance?"

Scrooge glowed with pleasure. "I shall go on a pilgrimage to Moorfoot tomorrow," he declared, now a born again agent of free enterprise, fully turned to the spirit for approval.

But the Lord of Graffham had vanished. Scrooge opened his knackered old hand and scratched his head. Was it really a fabulous dream? A tantalising glimpse of a new reality? Or was it just a horrible nightmare?

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PRIMARY

Bad behaviour 'five times more likely to attract comment'

Praise more and blame less, report tells teachers

by Sarah Bayliss

Primary teachers are poor at praising their pupils for good social behaviour although they are generous in rewarding good academic work and are generally more responsive to children than are their foreign counterparts.

New research from Birmingham University's Centre for Child Study shows that bad behaviour is five times more likely to attract comment from a teacher than good behaviour. Positive responses towards children's academic work are three times as frequent as negative responses.

A report published this week shows that, overall, British primary teachers praise and reprimand children more than do teachers in the United States, Australia and New Zealand.

Unlike teachers observed elsewhere, British staff give more total approval than total disapproval to children in their charge. An analysis of observations of 128 primary and middle school teachers in the West Midlands showed that 56 per cent of all their classroom responses were approving while 44 per cent were disapproving.

Dr Kevin Wheldall, director of the centre, and Dr Frank Merrett, a research fellow, have collected their data – the first of its kind in Britain – over the past seven years in classes of children aged between five and 12 years. Thirty-eight of the teachers never rewarded good behaviour with praise whilst six of them each gave over 20 such responses over a set period.

The researchers claim their findings are particularly significant given earlier work by them which demonstrated clearly that where teachers praised appropriate classroom behaviour – and refrained from using so many reprimands – they could bring about real changes in children's behaviour.

Two training packs have been devised for primary staff and they are currently being adapted for secondary teachers. These are sold exclusively to teachers who have attended a course at Birmingham.

Dr Merrett told *The TES* this week that he aimed to make teachers more aware of their classroom responses. "They learn to observe children's behaviour, to give attention to the things they approve of and to ignore the petty things which they don't want children to do but which commonly draw a lot of attention."

The overwhelming result was that children spent more time getting on with their work. "And we know that if you can increase academic engagement time you will probably produce better work and more of it."

The report, published this week, shows that, on average, children spend nearly 70 per cent of their time engaged in activities which their teachers consider appropriate.

Dr Merrett said courses at Birmingham, which would have been attended by teachers from several authorities, in after-school hours, had been badly hit for almost a year by the teachers' pay dispute.

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Summer-born get better deal from two l.e.a.s

Persistent campaigning by parents and governors over the rights of rising-fives and the disadvantages of summer-born children has finally paid off in two education authorities, *Sarah Bayliss writes.*

Significant shifts in admissions policies have been agreed by the London borough of Ealing and recommended in Essex. Both have Conservative education chairmen.

In Ealing a vociferous campaign has been running since 1980 when a September starting date for all rising-fives was scrapped to save money and three entry dates a year were introduced.

The Ealing branch of the Campaign for the Advancement of State Education (CASE), took up the issue when it was founded two years ago. It argued that there was chaos in the schools and that the summer-born were severely disadvantaged by starting school at Easter, thereby losing out on two terms of infant education. They were becoming second year infants after only one term at school.

CASE campaigned for a return to the single entry date for parents who wanted it but it has welcomed a compromise agreed recently by Ealing Council. From September 1986 there will be two admission dates in an academic year and the summer-born will be able to start school in January rather than at Easter.

Mrs Anita Foulkes, Conservative chairman of education, said: "I agree that it's time for a change. I'm in my third year as chairman of education and this is the one issue which has refused to go away."

Governing bodies, CASE and other interested parties were consulted and voting was virtually unanimous in favour of change. Nursery staff were the only group wanting to maintain the status quo and from January 1986 they will lose their eldest children a term earlier. The effect will be monitored by the l.e.a.

In Essex 1,200 summer-born children are set to gain an extra term at school. Until now they have had to wait until the term after their fifth birthday to start school while winter and spring-born children have been able to start in the September or January before their fifth birthdays.

Last month the Conservatives backed an Alliance recommendation that three entry dates be introduced so that, at least, the summer-born can start school at Easter rather than September. Schools will be staffed in September for the year's expected intake.

Extra accommodation costing £1.5m will be necessary at 100 primary schools and running costs will amount to £2.25m in a full year. Around 200 teaching jobs could be created.

The Alliance proposal says this is the first move in a rolling programme towards a single entry date and nursery education. Papers show that a single entry date from next year would cost more than £4m in running costs.

The education committee meets on January 26 to decide its priorities for next year's budget.

NEWS

ILEA's plea for extra cash rejected

by Biddy Passmore

The Inner London Education Authority's plea to the Government to be allowed to spend more money next year has largely fallen on deaf ears.

Sir Keith Joseph told the Commons last Friday that the authority's spending level for 1986–87 would be £915m.

That is £13m more than the figure he announced in September. But it is some £100m less than the rate-capped authority says it needs to spend to avoid cuts and allow for the effects of abolishing the Greater London Council and likely increases in teachers' pay. Its current budget is £945m.

Mr Steve Bundred, chairman of ILEA's finance sub-committee, reacted angrily to the announcement, saying it was "the worst Christmas present Sir Keith could have given London schoolchildren".

The letter to the authority, from DES accountant general Mr Nicholas Stuart, rejects the demand for a higher spending level to prevent cuts and allow for teachers' pay rises, pointing out that the ILEA already spends far more per head than any other education authority.

But it says the authority may spend £5.5m produced by turning its special building and equipment fund into cash when the GLC is abolished next spring. And it allows £7.5m for the extra costs the authority will incur when it starts having to pay for administrative services currently provided by the GLC.

Buildings method

Two methods of working out the current capacity of buildings used for advanced further education are described in a new document published by the Department of Education's Architects and Buildings Group.

Copies of Design Note 45 ("Assessing the Capacity of Public Sector Higher Education Buildings") are available free from the Publications Despatch Centre, Department of Education and Science, Government Buildings, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

Four-school option for city's reorganization. Mike Durham reports

Oxford goes for compromise

After months of indecision, dozens of fruitless meetings and endless reports, Oxfordshire has finally agreed on a reorganization plan for upper schools in Oxford city.

The l.e.a. has plumped for a four-school option to replace the city's six secondary schools. But it was not an easy decision and must rate as one of the most time-consuming reorganizations for years.

Controversy over the future of Oxford's schools has been enlivened, but also seriously bedevilled, by the political complexion of the county council. Oxfordshire is a "hung" county, with no party in overall control and no education chairman. Meetings of the l.e.a. are chaired in turn by leaders from each of the main parties.

According to Labour and Alliance councillors, the politically sensitive issue of falling rolls in Oxford had been "sat on" for years by the Conservatives. It was only when they lost overall control this year that it was seriously considered.

But while the reorganization issue had arrived firmly on the agenda for the first time, no two parties could agree on how it should be done, leading to a long stalemate.

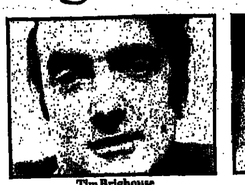
Proposals for two, four and five-school options were all ruled out in October, leaving a working party to produce schemes for three schools and six schools, with various permutations of split sites, post-16 provision, enrichment centres and single-sex education.

The educational problems underlying the issue have given rise to much of the unusual complexity reflected in the political argument.

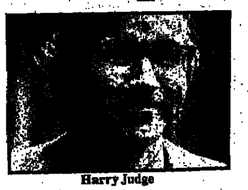
Chief among these has been the problem of single-sex education. At present Oxford has an all-girls Milham Ford School and the all-boys Oxford Boys School.

During public meetings in the summer it became clear that feminist and Muslim lobbies were strongly in favour of retaining at least one all-girls school.

The recent judgement over single-sex education in Bristol could now mean that under the sex discrimination legislation, if Oxford retains an all-girls school it will have to keep an all-boys one as well.



Tim Brighouse



Harry Judge

The l.e.a. has also been riven by disputes over the siting and structure of schools to be retained, and the ways in which buildings should be used.

One strongly-favoured proposal was for a "collegiate" approach, with schools formed into north-eastern and south-eastern collegiate institutions, with their own staff and internal organization but using all six sites.

Dr Harry Judge, director of Oxford University's Department of Educational Studies, even suggested a single "super-school" for the city, using six buildings federated into one vast institution. The county already has collegiate-style schools elsewhere in Oxfordshire and the curricular and educational advantages of such an approach were not lost on many councillors.

Mr Tim Brighouse, Oxfordshire's chief education officer, backs a three-school scheme, with an "enrichment centre" for pupils who wanted to pursue the least-popular subjects.

The question of post-16 provision was also a thorny one, with Labour backing the principle of tertiary education, but no agreement within the l.e.a. over the size of sixth-forms, or the value of shared sixth-form colleges.

Finally, there was even the question of religious education. Oxford is unique in having a brand new joint Church of England-Roman Catholic secondary school, St Augustine of Canterbury.

It was decided it would have to stay virtually untouched by the plans, leading to further difficulties. But it was the one thing on which everybody was agreed.

The solution adopted last week – which will go out to public consultation and then before a special education committee in February – came from a compromise designed to fudge the issues enough to be acceptable.

"It may be a compromise, but it is not a weak decision. We shall end up with four strong schools and a better system," said one.

But the public might not see it that way and if the scheme does not get through the next education committee in February there is still the possibility that Oxford will be saddled with the dispute for many months to come.

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SCHOOL TO WORK

Employers 'ignorant of need for training'

by Mark Jackson

Measures to coax and shame employers into spending more thought and cash on training are proposed in a report now being studied by Ministers. The report, commissioned jointly by the Manpower Services Commission and the National Economic Development Office, alleges complacency and ignorance about training among a majority of Britain's private sector top management and a reluctance to treat it as a necessary investment.

Prepared by Coopers and Lybrand, a leading firm of accountants and management consultants, it gives short shrift to Ministers' cherished belief that reducing youth wages will increase trainee recruitment, a view it says is shared by few chief executives. It also rejects the traditional view that companies are put off training by the fear that the staff they train will be poached by other firms.

Instead Coopers and Lybrand identify the following reasons for the low volume of training:

☐ Few employers think training of central importance to their business – "In the great majority of the companies we interviewed training is not a board-level matter," says the report;

☐ Few link training directly with competitiveness and profitability;

☐ While most companies agree that Britain under-trains by comparison with competing countries, each company also believes that it is doing enough itself;

☐ Training decisions are delegated to line managers with short-term horizons; and

☐ Training is seen as an overhead to be cut when profits are under pressure.

The report points to the relatively low status of training managers, the lack of any analysis (in most cases) of company training needs, and the failure to evaluate the training carried out.

There is little external pressure on companies to change, says the report. Only very limited pressure comes from comparisons with other companies or from individual employees or unions. Investors and analysts show little interest, as does the Government, apart from its concern with the Youth Training Scheme.

Uncertainty about the future economic climate and the impact of changing technology was the reason most companies cited for not doing more training. "Few of the chief executives we interviewed saw lower wages for young people while training as a realistic strategy to increase their intake," says the report.

Almost without exception, companies said that their recruitment of trainees, apprentices, and graduates was based on the present and forecast needs of their business. For existing employees, the employers' decision on whether to train was said to be more to do with lost output than with wage levels.

The consultants say there was a different view from some small companies which thought young people expected pay that was too high by comparison with the wages of trained and experienced staff.

Arguing that it is necessary to aim at a major change in the environment which determines employers' attitudes, the report proposes a series of promotional measures, including a Queen's Award for training and a legal requirement on companies to disclose their training activities in their annual report. It recommends that capital investment in training facilities should qualify for tax relief and that there should be more Government grants for adult training, in particular for recruits from the dole queues.

Examining the case for legislation to compel employers to pay for training, as in France, the report says that a key lesson from blanket statutory approaches is that unwilling firms will not undertake effective training just because they are forced to spend a defined amount on it.

It recommends that the introduction of "targetted statutory requirements" for training for the redundant and the under-18s at least, should be further considered. But it says that, in general, any legislation should be sensitive to the needs of firms and individuals, and be aimed primarily at establishing a framework to improve the operation of the training market.

The most effective statutory approach, it suggests, would be a national system of "individual training credits" – a money account built up for each individual by contributions both from herself or himself and employers, like an occupational pension, to be spent on training, and topped up as appropriate by government grants.

Mr John Cassels, NEDO's director-general, told *The TES* this week that he thought the training credits idea particularly interesting given predictions that many workers in future would not be permanently attached to an employer, and would need to have control over their own training if they were not to risk being left without up-to-date skills. It could mean a vast new role for adult education akin to the historic achievements of the Mechanics' Institutes of the past.

John Cassels

Pupils take the Leeds to build a business interest

Thousands of sixth formers in schools all over the country are improving their future prospects of getting a mortgage at the same time as gaining a new form of work experience. They are setting up and running their own school branches of one of Britain's biggest building societies.

The Leeds is appointing pupils as honorary managers and officials of the branches, which take in and pay out – with the normal interest – money from pupils and teachers who join as investors. The society says that although it welcomes the additional business, the main aim of the scheme is to give the pupils an insight into finance and to provide some with experience of building society operations.

Mr Michael Megarry, a senior headquarters manager, says that the society puts pupil branch managers through the same selection procedures as it uses in normal staff recruitment. "If they get through, they ought to stand a good chance if they go after a job in this field when they leave school," he said.

The managers, as well as being trained by the society, are entrusted with a cash float out of which they pay withdrawals. "It is very much the real thing rather than a simulation," Mr Megarry insists.

He says that while active participation in the scheme will not confer any automatic right to a mortgage, it will count towards building up a record with the Leeds which will help persuade the society that the applicant is a good bet.

Iola Smith writes: The Leeds is opening a series of branches in Cardiff schools next term following a successful scheme this autumn at Hawardian comprehensive. Twenty-five sixth former run a building society at lunch-time twice a week as part of a certificate of pre-vocational education course. They were appointed 16-year-old Mark Woodman as manager and have formed a board to oversee society's activities.

Mark and his colleagues went they learned on intensive week ing sessions at the Leeds city branch. The Hawardian branch to have 500 investors by the January.

"The scheme is particularly for those sixth formers seeking in finance," says Mr A school liaison officer at the thinks that potential employ sector will look favourably who have already received building society skills.

NEWS

Union calls for post-16 review

Local education authorities often bow to "educational fashion" in determining their options for post-16 education, says the National Association of Schoolmasters/Union of Women teachers.

In its document, *Post-16 Education and Training: L.e.a. provision for 16 to 19-year-olds* the union calls for a Government review of the regulations for schools and further education colleges, but also says that school sixth forms, sixth-form colleges, tertiary colleges and FE colleges all have their part to play in future provision.

It says school sixth forms have often managed to retain their viability by broadening their horizons beyond an academic base. "Too often, there is a tendency for educational 'fashion' to generate its own dynamism and for economic arguments to be simplified.

"British education has a proud heritage and we would be accused of educational vandalism if we destroyed one of its most valuable features in the rush to change for change's sake."

Mr Fred Smithies, the union's general secretary, said: "The existing framework of post-16 provision is often dismantled in favour of tertiary structures simply to satisfy the rapacious demands of accountants."

The document acknowledges that tertiary colleges offer the most comprehensive form of post-16 education, adding: "Many young people who have lost interest in school find stimulus from a new environment [illegible]

Child's play from the science of communicati

by Mary Crulckshank

The first of this year's Royal Institution Christmas lectures was given yesterday by Professor David Pye, Professor of Zoology at Queen Mary College.

This will be the 136th course of lectures, founded in 1826 by Michael Faraday, the best known of the many eminent scientists who have lived and worked at the Royal Institution, the famous neo-classical building in Albemarle Street in the heart of London's Piccadilly.

The current director, Sir George Porter, leaves to become President of the Royal Society next year. Under his directorship the Royal Institution's activities in the fields of scientific research and science education have flourished and expanded.

The Christmas lectures – televised since 1966 – are the highlight of a calendar that includes evening discourses, schools lectures, science seminars, mathematics and physics masterclasses and discussion groups. All this takes place alongside the research activities of the Davy Faraday Research Laboratory.

The theme of this year's lectures, "Communicating", was chosen by Sir George because it includes two subjects with enormous popular appeal for children: animals and computers. It also lends itself to a fascinating repertoire of scientific experiments and demonstrations, the hallmark of the Christmas lectures, and one of the reasons why they have become so popular on television.

"The lectures are not to do with talking about science, so much as showing science," says Professor Pye.

This year's lectures will look at the different methods of communication both between members of the same species and between species.

While reluctant to give away too many surprises, Professor Pye

Animal magic: Royal Institution lectures this Christmas include communication between species.

"communications spectaculars" that will take the audience to the other side of the world and back as well as into the realms of Space. We can also expect to see some records broken.

Computers feature throughout the course with the emphasis more on how they can be used than how they work. Professor Pye would like to encourage children to go beyond using computers as sophisticated interactive games and to experiment with programming. "Understanding both the limitations of computers and their great potential for complementing our own abilities is now becoming a part of essential general knowledge," he says.

A key figure in the success of the lectures is Bill Coates, who joined the Royal Institution in 1948 as a research assistant under Sir Lawrence Bragg. His remarkable gift for devising methods of demonstrating scientific principles in an exciting and memorable way and his technical skills and ingenuity have made him a well-known figure.

His room at the Royal Institution is full of wonderful gadgetry and souvenirs from earlier series. There are the model Lancaster bombers, for example, used by Professor R V Jones in his lectures on measurement in 1981, when a dramatic reconstruction vividly demonstrated the methods by which the Dam Busters estimated the correct height at which to release their bouncing bombs.

A huge scaled-up penny is a relic from the "World of Gulliver" of Professor Philip Morrison's 1968 lectures on the physics of large and small. A gaudily-decorated moth was [illegible] illustrate insect defence mech[illegible] David Attenborough's lec[illegible] animal languages; and an acc[illegible] cally unsound Christmas [illegible] survives from Professor [illegible] Maunder's series on "Mach[illegible] Motion" two years ago.

There is a strong sense [illegible] theatrical in all this. "It's the [illegible] ments people remember," [illegible] Coates. Over the years he [illegible] many people whose careers [illegible] terest in science were inspired [illegible] lecture-demonstration at the [illegible] Institution. Teachers frequen[illegible] him for advice on adapting [illegible] ments for school laboratories [illegible] willingly passes on his experience [illegible] schools' lectures that take [illegible] throughout the year.

"Nothing can replace the emotion [illegible] of being talked to by an expert [illegible] immediacy of the live demonstration," says Professor David Phillips, Wolfson Professor of Natural Philosophy at the Royal Institution, who is responsible for school lectures.

And to this the thrill of visiting [illegible] building where Davy's and Faraday's momentous discoveries were made, and it is easy to understand why more than 25,000 schoolchildren visit the Royal Institution each year.

Most of the schools lectures are aimed at fourth and sixth-form audiences although the primary school lecture was given for the first time this year by Professor Charles Taylor on the physics of musical instruments. "This is the age to get them hooked," says Professor Phillips.

The Royal Institution Christmas lectures will be given on December 18, 23, 28, 31 and January 2 at 2pm and broadcast on BBC 2 from January 6-11, 1986 at 5pm. Details of video cassette are available from Sound and Vision, 6 Royce Road, Peterborough PE1 5YB.

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BARCLAYS

This week secondary schools in England and Wales will have been filled with the sound of carol singing. But, Christmas and Easter apart, how many schools now comply with the 1944 Education Act's requirement that the day should begin with a collective act of worship? Are daily whole-school assemblies dying out due to lack of interest or lack of space? And is it safe, in any case, to assume that "assembly" is synonymous with "worship"? In this special two-page report, David Self analyses the findings of a *TES* survey that sought the answers to these questions.

And forgive us our trespasses . . .

Additional research by Lois Reynolds

"If we had a school rule which was so constantly broken because it was out of date, we should have to think seriously about that rule." That view, expressed by Ruth Clarke, headteacher of Hurlingham and Chelsea School, was echoed by many respondents to *The TES* survey of secondary school assembly who felt that "the law is in disrepute". Another typical comment was: "In this school, I am afraid assemblies are so lax they probably do more harm than good."

Yet the survey also brought reports of very much more traditional events. A Berkshire headteacher described assembly as "a quiet time with the discipline of filing in and saying a personal 'good morning' to the head . . . and then standing in silence until assembly begins". In the same school, assembly is "an opportunity for the youngest to see the inevitable progression towards 'the back of the house' where UV have the privilege of sitting on benches".

Which is the more typical situation? Prompted in part by a recent ILEA discussion paper on school worship and a recent confrontation between the head of a London comprehensive and the DES over the desirable frequency of assembly, *The TES* set out to discover whether the law is, in fact, in disrepute.

Do secondary schools still go any way towards fulfilling the requirement of the 1944 Education Act that "the school day in every county school and in every voluntary school shall begin with collective worship on the part of all pupils in attendance at the school, and the arrangements made therefore shall provide for a single act of worship attended by all such pupils"? Or is the time now past when, new every morning, a school's pupils might all join together in singing a Christian hymn; in listening to a prefect read a chapter of the Bible and in being led in prayer by a be-gowned headteacher?

We polled a random sample of one in ten independent and maintained secondary schools in England and Wales. Questionnaires were completed by 72 per cent of these schools, a remarkably high return for such surveys. The results, without being cast-iron, statistically, should give a fairly reliable picture of the situation on the ground.

The survey suggests that less than one-third of county schools possess a space in which all their pupils can conveniently gather for an assembly. (Returns indicate that when the separate sites of split-site schools are regarded individually, the figure rises to nearly 35 per cent; though this figure may be in practice higher as the questionnaire did not request this specific information.) What is perhaps more surprising is that only 6 per cent of those schools with an adequate hall (1.9 per cent of the total) use that space for a daily assembly.

As can be deduced from Table 1, one out of three schools with an adequate assembly area does not hold a full-school assembly on even a weekly basis.

Fewer than one in twelve of the church schools with a large hall used it for a daily assembly.

One can only sympathize, however, with those responsible for organizing assemblies in schools with no large space. As Leigh High School, Wigan, reported: "We believe in assemblies and would have one daily for all pupils if space allowed. Only the sports hall will hold the whole school and it takes so long to prepare that we can only manage four full-school assemblies per year." Another school reported holding assemblies only in mild weather (in an unheated sports hall); while others commented on the waste of time in assembling 1,000 people. The headteacher of The Wolsingham School, Bromley, put it bluntly: "Daily full assemblies simply disrupt the school day."

One might have expected the situation to be somewhat different in church schools. Certainly the proportion of schools possessing a suitable assembly space is higher: three out of five such schools reported having an adequate area. Yet fewer than one in twelve of these schools uses it for assembly on a daily basis. There are also church schools which make use of their facility only once a year (see Table 1). Overall, however, full-school assembly is a more common occurrence in church-linked schools.

Independent schools are much better equipped so far as assembly areas are concerned, though perhaps not quite so adequately as some might have suspected. They appear to make considerable use of their halls, at least on a weekly basis, if not more frequently.

While the 1944 Act stipulates that the school day shall begin with "collective worship on the part of all pupils", the requirement that it shall be "a single act" is, in fact, qualified. Section 25, sub-section 1 of the Act goes on to say that the single act shall be attended by all pupils "unless, in the opinion of the local education authority or, in the case of a voluntary school, of the managers or governors thereof, the school premises are such as to make it impracticable to assemble them for that purpose".

The many schools which do not possess a space convenient for full-school assemblies are therefore presumably quite justified in holding assemblies on another basis.

It may come as a surprise to those who associate the house system exclusively with public schools that over one-third of maintained schools reported holding assemblies at least occasionally on a house basis. The figure is predictably higher for HMC schools, and would presumably be very much higher still for those HMC schools which are primarily boarding schools.

What the survey also reveals is how widespread is the custom of holding upper and lower school assemblies and (especially in the maintained sector) of the even commoner system of separate assemblies for "years" or combinations of two year groups. So varied are the patterns within schools that a detailed analysis would be extremely lengthy. For example, a West Midlands comprehensive holds lower year assemblies twice every three weeks, upper year assemblies thrice weekly and upper and lower school assemblies "when the need arises".

Other schools submitted details of particular arrangements, one of which involved a complex variation of part-school assemblies with separate years withdrawing in turn for swimming, but a Yorkshire school, first-years assemble in the north hall on Mondays and with the second years in the south hall on Fridays, while the second-years also assemble with the third-years in the south hall on Thursdays and on their own in the north hall on Tuesdays.

An indication of the percentages of schools holding house, upper and lower school and year assemblies is given in Table 1. These figures include all those schools holding such assemblies on a regular basis (that is on a recurring pattern and at least at monthly intervals).

Table 2 indicates how frequently pupils attend an assembly in the course of a week, be it any combination of full, part, upper or lower school, house or year assemblies. For example, in 17.8 per cent of county schools, assembly is no more than a weekly occurrence for any given group of pupils. These figures do not include individual class meetings or acts of worship (for example class prayers in a Catholic school) or voluntary religious services.

As the table shows, only approx-

Continued on page 9

R. A. Butler: has his law fallen into disrepute?

Archbishop William Temple: defined "worship"

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Continued from page 8

imately 15 per cent of county schools arrange daily assemblies. Over 50 per cent have assembly once or twice a week. In some independent schools, a combination of compulsory chapel, assembly and a house meeting can result in an average of two assemblies per day.

On average, in l.e.a. schools, a pupil is expected to attend assembly 2.8 times per week. Certain national and regional variations may, however, be detected. The figure for England alone is 2.71 assemblies per pupil per week; for Wales 3.72. The figure for the English shire counties is approximately the same as the English national average, but in the metropolitan districts it drops to 2.64 assemblies per week. It is slightly lower in inner London but rises to 3.05 for the outer London boroughs and to 3.57 in Surrey. Assembly would also appear to happen more regularly than average in Cumbria, Hereford and Worcester, Humberside, Lincolnshire, Norfolk and in Nottinghamshire.

Whatever the local variations, schools seem content to hold an assembly far less regularly than was envisaged by the 1944 Act. That Act did not, however, refer only to "assemblies" but to "worship". This is, of course, a notoriously difficult word to define, as several respondents pointed out. One defined it as simply "thinking together". Another referred to Archbishop William Temple's definition: "What worship means is the submission of the whole being to the object of worship. It is the opening of the heart to receive the love of God . . . it is the total giving of self."

Many would feel that, in 1944, the legislators were thinking exclusively of Christian worship. But the 1944 Act did not specify Christian, or even religious worship. Instead it used the term "collective worship". It is interesting to note, incidentally, as did the authors of the report on the University of Southampton Department of Education School Assembly Project (1983), that while the Act used the phrase "collective worship", the original Bill had used the term "corporate worship". The recent ILEA discussion paper suggests this amendment was made because "Worship, as a body in a centre of religious life and practice (corporate worship), differs from the worship of a number of people of distinctive life and practice (collective worship)".

Obviously, "worship" means different things to members of the different world faiths and indeed, for example, to pantheists. The questionnaire was necessarily unspecific at this point, asking only if assembly involved pupils in an act of worship. While the word "worship" may indeed be ambiguous, the word "involve" was chosen with some thought.

Table 3 indicates the responses to this question (only a handful of schools leaving it unanswered). Though respondents were invited to indicate "usually", "sometimes" or "never", some amended the form to read "always".

Table 1

	Maintained schools			Independent schools		
	County	Voluntary	Total	HMC	Others	Total
Number of schools responding	283	43	298	24	51	75
Schools with convenient assembly area for whole school:	% 32.0*	% 60.5	% 36.2	% 79.2	% 94.0	% 89.2
Schools holding a full assembly:[1]	%	%	%	%	%	%
Daily	1.9	4.7	2.4	37.5	44.0	41.9
Three times per week	7.1	18.3	7.8	58.3	86.0	84.9
Weekly	21.7	39.5	24.3	75.0	94.0	87.8
At least once per term	37.2	58.1	40.2	83.3	98.0	93.2
At least annually	44.3	60.5	46.6	83.3	100.0	94.6
Schools regularly holding:	%	%	%	%	%	%
House assemblies	35.6	34.9	35.5	50.0	38.0	40.5
Upper and lower school assemblies	61.3	53.5	60.1	50.0	26.0	33.8
Year assemblies	73.1	76.7	73.7	12.5	6.0	8.1

* 34.4% when regarding separate sites of split-site schools seperately
[1] Figures are cumulative (eg. 44.3% of county schools hold full assemblies at least once a year)

Table 2
Frequency of assembly per pupil

Number of assemblies* per week per pupil:	Maintained schools		Independent schools	
	County	Voluntary	HMC	Others
	%	%	%	%
0	0.7[1]	2.3[1]	0	0
1	17.8	9.3	0	6.0
2	34.4	25.6	0	4.0
3	13.8	20.9	16.66	6.0
4	18.6	25.6	16.66	14.0
5	12.3	11.6	16.66	58.0
More than 5	2.4	4.7	50	12.0
TOTAL	100.0	100.0	100.0	100.0

* excluding voluntary or classroom acts of worship
[1] Sixth form colleges

Table 3
Frequency of assembly as an "act of worship"

Number of schools responding	Maintained		Independent	
	County	Voluntary	HMC	Others
	252	43	24	51
	%	%	%	%
Never	9.9	4.6	0	4.0
Sometimes	47.6	9.3	29.2	18.0
Usually	38.9	62.8	58.3	56.0
Always*	3.4	23.3	12.5	22.0
TOTAL	100.0	100.0	100.0	100.0

* respondents volunteered information, in addition to "never", "sometimes", "usually".

What the '44 Act states

The 1944 Education Act, section 25, states that, unless a pupil's parent requests that he be wholly or partly excused from attendance at religious worship in the school . . . "the school day in every county school and in every voluntary school shall begin with collective worship on the part of all pupils in attendance at the school, and the arrangements made thereof shall provide for a single act of worship attended by all such pupils unless, in the opinion of the local education authority or, in the case of a voluntary school, of the managers or governors thereof, the school premises are such as to make it impracticable to assemble them for that purpose."

The "tolerance" of a number of church-linked schools in "never" involving their pupils in worship also surfaced in the recent Church of England report on the inner cities. The Church is obviously divided over the question of what church schools are for, with some church people (and teachers in church schools) trying to find a constructive or open approach to multiracial situations while (as the report suggests) "some clergy insist on a narrow view of the school as a place for Christian education".

In an attempt to discover more precisely what school "worship" might involve, the survey asked two particular questions about prayer and hymn singing. Nearly a quarter (22.5 per cent) of county schools said they did not expect their pupils to participate in prayer (a much lower percentage than those who have been announcing the death of school worship might have predicted). Three church-linked schools answered "no" to this question but all were community or sixth-form colleges. As one of the latter pointed out: "Our students are all volunteers because a sixth-form college deals with students outside the years of compulsory schooling. It would be impossible to run a meaningful act of worship for students . . . who would resent or, at best, be indifferent to our efforts."

More of a problem than prayer is hymn singing. Of the county schools, 30.4 per cent reported that they do not expect pupils to take part in hymn singing. In church-linked schools the figure is 11.6 per cent; and in independent schools, 10.8 per cent. This latter figure includes at least one Quaker school in which situation hymn-singing is almost always an alien activity.

Many schools reported hymn singing as being a specific problem in the upper school while others had more particular problems: "The sports hall is cold, has no seating, no piano and is too large for guitars." One refreshingly different voice came from the Sarah Metcalfe School in Cleveland. "In this school hymn singing is fun . . . much helped by staff who enjoy a good sing!"

Just as with the frequency of assembly, it is possible to spot some regional variation in the employment of assembly as an act of worship. Nationally, almost 10 per cent of county schools reported that assembly is "never" an act of worship while over 40 per cent said their assemblies are "usually" or "always" acts of worship. This latter figure sinks to less than one in three in London, rises slightly in the Home Counties and reaches 56 per cent in the shire counties from Lancashire to Humberside northwards. In 78 per cent of Welsh schools, assembly is at least usually an act of worship and 99 per cent of Welsh schools expect their pupils to join in prayer. Two said that hymn singing was confined to the lower part of their school, but otherwise the Welsh are clearly still a musical nation.

Those who consider that assembly is an admirable forum in which to hear about religious themes but not to coerce pupils into supposed acts of worship will be dissapointed to hear that 40.3 per cent of schools answered "no" to the question: "Where assembly is not an act of worship, is it primarily devoted to religious themes?"

The survey did not attempt to go into great detail about arrangements for particular faiths but various schools reported local arrangements for Jewish and Muslim minorities (and majorities).

In particular, schools mentioned separate Jewish assemblies, arrangements for Muslim midday prayer and an extended lunch hour on Fridays for Muslims to attend prayer at a local Islamic centre. Other schools wished to play down any differences. "We are a multicultural, multifaith community which wishes to act as a community rather than as fragmented, separate groups." Nonsuch High School, Croydon, described its assemblies as "undenominational" but "Christian-based" and observed: "It is rare for Jews, Muslims or Hindus to exercise their right of withdrawal."

Similar sentiments came from various corners of the independent sector as well, but the principal of Pershore House School, an independent school in Birkenhead, wrote: "It would appear that the private sector is fast becoming the last defence against left-wing erosion of the Christian faith under the guise of the 'Champions of the Ethnic Minority Rights'."

The questionnaire also asked schools about opportunities for voluntary religious worship within schools. It will be a relief to some that 100 per cent of church-linked schools do indeed provide such opportunities. They range from Catholic Mass and Anglican Holy Communion to a variety of inter-denominational activities with the Christian Union being especially active. A similar range of activities occurs in independent schools, with the addition of Methodist and Quaker groups and some Hindu, Jewish and Muslim groups meeting on an occasional basis.

The same range can be found in county schools though very few specify Communion services. The Christian Union is again active, and there are mentions of the Student Christian Movement and of Bible study meetings. Two mention the cancellation of such events due to teachers' industrial action. Another school speaks of particularly close links with the padres from a local RAF station and three schools report regular meetings of (or visits from) Jehovah's Witnesses. One school notes an annual visit by Gideons which does provoke images of a sudden appearance of Bibles in staff-room lockers. "Depressed? Read Psalm 121."

The survey did not ask respondents to indicate whether they thought the law should be changed or maintained, but did ask as a final question: "Any comments?" Of those who expressed opinions, roughly seven were in favour of keeping the present law to every four in favour of repeal.

Those in favour of the status quo wrote repeatedly of the value of assemblies: "a sense of occasion"; "the corporate meeting of minds and values"; "a vital part of education"; "important in establishing standards and a sense of community"; "developing a sense of belonging and discipline" and (this as frequent a comment as any) "developing (or maintaining) the ethos of the school". There was one special plea: "Christianity provides the most stable, permanent, unending and supportive basis for man's odyssey. Our assemblies are for worship. Let's have no more uncharted floating in our schools."

Those in favour of change were equally eloquent. "How can a Christian support any suggestion of compulsory worship?" "The present law is totally out of date." "A Christian ritual is not totally appropriate in the present social climate." "Since entering teaching 22 years ago, I have seen nothing to make me support the present law." One remark was perhaps even more debatable: "Any law which is not obeyed is a bad law."

There were "middle of the road" opinions as well. The headmaster of The Ramsey School, Halstead, Essex, wrote: "As a Christian I am quite pleased that this nation has not altogether given up on its cultural/religious background. As a 'liberal' realist, however, I am not convinced the authorities have the right to make worship compulsory." Other headteachers wrote of the practical advantages of an assembly dedicated to administration "with the occasional harangue" but stressed how untenable an act of worship proves in a pluralistic society.

There were particularly clear insights from John Pearman, headteacher of the Independent Friern Barnet Grammar School in north London. He pointed out the British like of having a church *not* to go to, the potent motivation of religion to many groups, the need for a religious undercurrent in the life of a school and the dangers of a dogmatic or missionary approach ("like a cancer").

Rather more simply, one headteacher wrote, perhaps a little wearily: "The whole situation is best left well alone. I cannot envisage any legislation which would lead to an improvement because there is no consensus as to the direction of an improvement."

In some independent schools a combination of compulsory chapel, assembly and a house meeting can result in an average of two assemblies per day.

School Assembly Project, Working Paper 1, *The School Assembly Debate: 1942–1982*, by Patrick C. Souper and William K. Kay, Department of Education, University of Southampton, 1983.

ILEA. *School Worship: A Discussion Paper*, 376/6370a/AAM(1), October 1985.

OVERSEAS

Adult illiteracy: movement but no action yet from Bennett

UNITED STATES

Bill Norris reports on Washington's acknowledgement of a problem

After more than 10 months in office, America's Education Secretary William Bennett has finally broken his silence on adult illiteracy. But his evidence to a Senate task force which is studying the problem fell a long way short of promising direct Federal action to tackle a need which is causing increasing concern.

Rather, Mr Bennett was concerned to dispute the recently published estimates which claim to show that one in three adult Americans are functionally illiterate.

The figures, produced by Jonathon Kozol in his book, *Illiteraie America*, reveal that 25 million adults read below fifth-grade level and a further 35 million are below ninth-grade level. They have been a source of considerable embarrassment to the Education Department which, under Mr Bennett's leadership, has been publicizing the drive towards "excellence" in public schools on the one hand, while striving to minimize Federal expenditure on education on the other.

When I interviewed the Secretary some months ago, he was reluctant to acknowledge that a problem existed. Now Mr Bennett claims that Mr Kozol's estimates are inflated, and cannot be supported by Department data. He also disputes the author's claim that the United States ranks 49th in the world adult literacy table. "The ranking has no factual basis," he told the senators.

Mr Bennett did admit that a test administered by the US Census Bureau in 1982 showed that between 17 million and 21 million adult Americans had "difficulty with the printed word." However, he claimed that about a third of these were born abroad and did not speak English at home. In addition, 70 per cent of the native English speakers who failed the test did not finish high school, while about a third were 60 or older.

The Education Department is now conducting its own in-depth study on literacy levels of adults aged 21 to 25, at a cost of $2 million (£1.35 million). This will be published next spring, and will provide a profile of their ability to fill out an application, read and understand an editorial, and write coherent paragraphs.

"We are also discussing within the Department the initiation of a broader study, which will help assess the impact of education and personal background on functional literacy in the total population," Mr Bennett said.

Asked what his Department was actually doing to solve the problem, the Secretary said that in his view illiteracy was "one of those national problems that do not lend themselves to a Washington solution." His Department would, however, disseminate information on the question, and would co-ordinate all Federal efforts to combat illiteracy. He did not say what these were.

Somewhat more positive measures are now emerging in the individual states. More than half – 33 – have now formed literacy councils, and 20 state governments have now established formal ties with voluntary literacy groups. Others are tackling the question at the roots and pressing for education reform and the improvement of standards for high school graduation. They seem to believe what Mr Bennett and the education establishment are curiously reluctant to admit: that teaching a child to read ought to have some priority in the classroom.

Art comes alive for children in Spanish Harlem

Martha Pichey reports on the financial pressures on a long-running and successful project

New York's artists-in-residence programme feels budget squeeze

Thousands of New York City children are receiving artists' instruction and attention not in studios and galleries but in state school classrooms. More than 50 programmes are being offered by state and local authorities this autumn, all creative solutions to drastic budget cuts that have reduced the number of art and music teachers, if they are present at all, in each city school.

The artists-in-residence programme is one that has become a model for many other cities and states. With more artists painting, dancing, sculpting and singing per square mile than in any other city in the world, the New York City Board of Education and the New York Foundation for the Arts have collaborated to bring artists into the schools.

Artists are chosen and then matched with participating schools from a roster established by the foundation for the arts. More than 2,000 artists in all mediums from experimental video artists to classical ballet dancers compete for a spot on this roster. Only 400 get the privilege and of these only a small percentage actually get into the schools. During the 1985-86 school year 15 to 20 state schools will have an artist-in-residence for anywhere from 10 to 84 days.

Individual artists or performance companies receive from $1,000 to $10,000 to participate in the programme with an extra sum to cover supplies. It is the artist's responsibility to buy project materials and to budget wisely. Some city schools have neither paintbrushes nor paper towels on hand to get a project started or cleaned up.

One of last year's resident artists, Mr Lee Brozgold, helped 60 children in Spanish Harlem create papier-mâché masks of their faces. If paint was spilled, children had to run to the bathroom to fetch paper towels. After each weekly session children were reminded to clean brushes well. No money had been allocated to replace hardened brushes.

After the masks were shaped and painted the plan was to fix them to a large map of the world made out of a painted plywood collected as scrap from his neighbourhood.

Brozgold is eager to be part of the programme again. "The kids imagery is fresh," he says. "It's very stimulating to work with them, but I find it is important for the kids, too. For some this experience marks the first time they've been singled out and told they are talented."

The artists-in-residence programme, now in its fifteenth successful year, is one of the longest running art collaborations in the United States. This year, under budget pressures, more effort than ever is being made to involve teachers in non-related fields within the schools.

According to Cynthia Ries at the New York Foundation for the Arts, "this keeps the ball rolling after artists have left the scene." In Lee Brozgold's case discussions with the teachers led to a project in which the schoolchildren wrote to children in the Soviet Union to tell them about their work, attaching instructions for making their own masks.

The foundation sees its role as a provider of seed money. One temporary programme with limited funding cannot replace the need for full-time staff members, but it can act as an important catalyst. The hope is that the schools, once stimulated, will commit themselves to finding other sources of funding and talent to keep art alive for their students.

Schools chosen to participate in the programme must provide matching funds of 50 per cent in the first year and obtaining this money – anywhere from $500 to $5,000 – can put a strain on their budgets.

Marcia Friedmutter, director of cultural arts for city schools, states that in some cases art programmes provided by non-profit groups are the only resource available. Although the total educational budget for city schools is more than $1 billion, no comprehensive figures exist for the amount of money each school spends on art education.

Since authorities require that art must be offered at all levels, but there are many loopholes, and no set standards that a school must meet, with the result that art is frequently the first casualty when budgets are cut. Each secondary school has at least one administrator to oversee a music and art curriculum but some primary schools have no music and art teachers at all. In these circumstances this programme and other non-profit groups have a crucial role to play.

Unions back teacher-testing

The AFL-CIO, which co-ordinates the work of many American trade unions, has come out in favour of teacher-testing in an effort to "renew, revitalize and reform" public education. At its annual conference in Anaheim, California, it adopted a wide-ranging resolution which called for examinations for entry-level teacher recruits.

"Minimum competency is not enough," said the resolution. "All beginning teachers should be tested and required to meet a standard which represents at least the average of all college graduates."

The move has been welcomed by the smaller of the two main American teacher unions, the American Federation of Teachers, which is affiliated to the AFL-CIO. Albert Shanker, the AFT president, called it very significant. It would mean, he said, that the 96 affiliated national and international unions would join in lobbying Congress for legislation to implement teacher-testing programmes.

Although its strength had been waning in recent years, the AFL-CIO still has 13.2 million affiliated members and wields considerable influence, especially in state legislatures. The first test of its new policy will probably come in Oregon, where a Bill to implement state teacher testing was rejected in May but will now be re-introduced.

The resolution also urged a starting salary for teachers of at least $22,000 (£16,000) a year, and for certification procedures which laid greater emphasis on a teacher's subject knowledge. It called for the removal of "artificial barriers" which prevent qualified candidates from minority races from entering the teaching profession.

Alec Peterson on the fourth International Baccalaureate conference

Trieste summit lays down five-year plan

The fourth inter-governmental conference on the International Baccalaureate was held in Trieste this autumn.

A development plan was approved for the next five years which concentrated on three linked issues: the student population to be served, curriculum development and communications.

On the first issue there was a marked increase in interest among Third World countries.

The origins of the IB and its initial strength had been in Europe but the major expansion during the first five years of the 10-year plan, approved at Brussels in 1981, was in the US and Canada, where more than a hundred schools, mainly public high schools of the "exemplary" or "magnet" type are now offering the programme.

It was decided at Trieste that over the next five years this expansion ought to be balanced in new areas. The first response to this call came from Lesotho's Minister of Education, who explained his proposal to introduce the IB in one of two senior high schools and invited help from his colleagues in the North, either by seconding teachers or funding scholarships.

First reactions to this proposal – which, by providing more advanced upper secondary education, would enable Lesotho to shorten its university courses – have been very encouraging.

Another area of expansion encouraged by the American experience was that the IBO should be more widely offered in the public, as well as the private sector, as is already happening in Scandinavia, the Benelux countries and Spain.

The link between this geographical, social and cultural expansion and the process of curriculum development is obvious. The five-year plan, therefore, laid particular stress on two areas: a comprehensive review of language teaching in the IB, for which regional conferences had already taken place in Bangkok, Chicago and Paris, and an examination of the extent to which the syllabuses in the humanities could be more internationally orientated.

In the introduction of AS levels, whether or not it proves to be a step on the road to a restructuring of the 16-plus "on the lines of the International Baccalaureate" as recommended by the Alliance (*TES* November 29), the experience of more than a thousand students who have entered British universities with the IB, including its three "subsidiary level" subjects that the demand for more "international orientation" can be best met. International understanding could be promoted by two of the new syllabuses mentioned at the conference – Islamic studies and science, technology and social change. These may be the kind of thing needed at AS level.

The final issue, communications, presented the biggest problem. As long as entry to higher education depends on performance in examinations, swift, reliable communications between candidates, examiners, examining boards and admissions systems is crucial. If, as seems likely, the world's postal services become jammed, some other way of communication must be found. Hence, the proposal for a system of communication by electronic mail to be established by the end of the five-year period.

Such a development programme requires more money. The Brussels plan intended that the finance of the IBO should be provided one third from students' fees, one-third from school affiliations and one-third from government contributions. The fact that no increase had been made in the level of government contributions since 1981 meant that, with inflation and the expansion of the project, the proportion of government support had declined to 10.3 per cent and delegates were asked to approve an increase.

Verbal battle over peace studies intensifies

AUSTRALIA

Luis Garcia on why the Left has suffered some set-backs in the propaganda war

Conflict has broken out in Australian classrooms over the teaching of peace studies, with many students in both government and independent schools caught in the middle.

The verbal war is being waged by two radically opposed groups. In the one corner, a fairly broad coalition of anti-nuclear and "progressive" organizations who want peace studies taught in schools. They see peace studies as a crucial propaganda catalyst in changing perceptions – and ultimately policies in Australia – on issues ranging from the environment to nuclear war.

In the other corner, there are conservative educational groups, such as the Australian Council for Education Standards, and a few representatives of extreme right-wing organizations. They believe that peace studies is no more than a Communist-inspired ploy.

The push for peace studies in schools has been led by teaching unions, in particular the New South Wales Teachers' Federation (the largest and most militant) and the NSW Independent Teachers' Association (which represents the majority of teachers in Roman Catholic schools).

These unions have been reasonably successful in convincing most state education authorities to consider introducing peace studies in the curriculum. A recent report prepared for the Victorian education department said that 79 per cent of their secondary school students were currently taking peace education courses.

The unions have been successful partly because they have had considerable support from Senator Susan Ryan, the Federal Minister for Education, and Mr Bill Hayden, the Foreign Minister. But over the past few weeks the unions have suffered some setbacks.

First, there was the publicity surrounding the publication of a new book, *War in the classroom*, written by Mr Pat Jacobs. A former government intelligence analyst, he believes the introduction of peace studies in schools, colleges and universities amounts to treason.

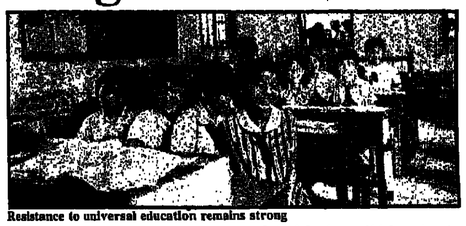
Mr Jacobs claims to have documented direct links between the teaching unions and pro-Moscow political organizations.

Then Mr Rodney Cavalier, the NSW Minister for Education, announced that peace studies would not be taught in schools as a separate subject. History and geography were the proper subject areas in which to study issues such as peace, war and the resolution of conflicts, he said.

Mr Cavalier (who is on the left of the Australian Labour Party) said: "My observation is that single-issue subjects are often conducted in an academic vacuum divorced from the mainstream of human knowledge. I am not prepared to authorize any subject that will be divisive, politicised and emotional."

Girls still waiting for a revolution

CHINA



Resistance to universal education remains strong

More than 3.5 million girls aged between 7 and 11 are being deprived of primary education simply because parents refuse to send them to school, according to figures published by the State Education Commission.

The situation is worst in the outlying areas of the north-western and south-western regions but the commission points out that even in many developed areas and cities attitudes on female education remain as fixed as ever, with large numbers of girls being forced to work at home or in family businesses.

In certain states the commission found that workshops were employing more and more child labour, most of the children being girls between the ages of 10 and 16. Twenty per cent of these were reported to be school drop-outs, while 30 per cent had received no schooling.

The Government is now drafting a law that will make nine-year schooling compulsory from early 1986. But the authorities have no illusions about the difficulties of implementing the new law.

Many state governments that have tried to bring about universal primary schooling have met with formidable resistance from parents who rely heavily on their children's income or the contribution they make to the family business. And many parents are still strongly opposed to the very idea of giving girls an education.

While women's education has come a long way in recent years, particularly as a result of increasing opportunities for part-time and off-campus study leading to recognized qualifications, progress around the country is very uneven. The 1982 census revealed that about 70 per cent of China's 80 million illiterates below the age of 40 were female, and the numbers of women graduating from the established universities and colleges is still unacceptably low according to recent reports. While the overall figures for university enrolments rose to their highest ever last year (1.16 million), the number of female enrolments dropped to below 25 per cent, their lowest since 1979.

In both further and higher education institutions, discrimination against women is still reported to be widespread. In many colleges and universities, for instance, entrance examination grades required are higher for women and a large number of courses are still closed to female applicants.

According to the Women's Federation of China – which is currently stepping up its campaign for women's rights – similar discriminatory practices are also widespread in employment with many work units simply refusing to recruit female graduates. Only 7.4 per cent of senior positions in government departments are occupied by women, and in some regions party membership for women is as low as 14 per cent.

Geoffrey Parkins

Swedes 'learning to write too late'

Swedish children are learning to write too late, and the methods used to teach them the art blunt their spontaneity.

Education researchers Bo Dunbiad and Birgita Allard contend that children develop a desire to read and write around the age of four, three years before the statutory school starting-age in Sweden.

Once they began learning their natural interest was easily killed by the school's insistence on an exact way of inscribing each individual letter, they told a seminar on writing in Stockholm.

Applied at the pre-school stage, this traditional obsession with technicalities would lead to a dramatic increase in the number of children experiencing reading and writing problems.

To insist that instruction in writing should be the exclusive preserve of the standardized school would be as absurd as to teach children to speak a language by getting them to make tapes emitting a uniform sound.

That many children are not retarded by the delay in formalized instruction is evident from one of Sundblad and Allard's anecdotes concerning a girl who had mastered reading and writing before starting school. Her grandmother inquired how she was managing in the first form. "We've got to K," was her reply. "To K? But you can read already," said grandma. "Yes, but that's only at home," protested the girl.

Donald Fields

LETTERS

Fresh approaches needed to resolve urban crisis

Sir – As a representative of The Council for Urban Studies Centres, I should like to welcome the Archbishop's Commission Report, "Faith in the City", and to expand on some points made by Mark Jackson in his section on youth, training and jobs (*TES*, December 6).

The council has been involved in issue-based urban studies since its inception in 1973. As a voluntary body representing the 40 or so urban studies centres, we welcome the "New Deal" proposal between Government and voluntary bodies; our activities, and those of the individual centres, could certainly benefit from long-term continuity and funding, most are inadequately and precariously funded; MSC, charity and l.e.a. small grants forming the bulk.

The commission also called for

Time for change

"additional Church-sponsored urban studies centres for teacher training." Whilst we accept this, we see the urban studies centre as a much broader educational resource: a community education centre. Typically, they carry out work with schoolchildren, teachers, community groups and adult education groups; providing them with the guidance necessary to develop an "environmental literacy", a feeling of shared community purpose and the skills necessary to approach local issues, such as a planning inquiry, in a confident, positive manner.

The urban crisis will not go away; a fresh educational and community approach is required urgently. A focal point of this approach must be the urban studies centres, with their roots firmly in local schools, local groups and the community in general.

JULIAN AGYEMAN
The Unit for Urban and Local Studies
c/o Notting Dale USC
189 Preston Road
London W10

Going private

Sir – The Church of England report, *Faith in the City* (*TES*, December 6) urges inner city Christians to think twice before sending their children to private schools. I suspect most of them do, if only for financial reasons. The report itself suggests one very good reason why, having thought twice, they still opt for the independent sector.

The commission finds that the teaching of religious education is unsatisfactory. But it accepts that it is an important subject (this almost comes as a surprise) and one particularly at risk in inner cities. Unsurprisingly, therefore, inner-city Christians look to church schools or independent schools with strong religious affiliations.

Many independent schools are committed to providing a Christian education and one might have expected a Church of England commission to recognize the value of such commitment to the Church itself and to the community as a whole. In this respect and in its outdated reference to "diversiveness" the commission appears to have done little more than reflect the prejudices of certain members.

DAVID J WOODHEAD
National Director
Independent Schools Information Service
56 Buckingham Gate
London SW1

Youth work

Sir – How easily expectation coloured by stereotype distorts what we actually see and hear. Had there been (which there wasn't) just one simple reason why the General Synod rejected its Board of Education's document on youth work it would have been for exactly the *opposite* reason from that reported in your December 6 issue.

COLIN ALVES
General Secretary
Board of Education
General Synod of the Church of England
Dean's Yard
London SW1

Dunn diatribe

Sir – Mr Bob Dunn is reported (*TES*, November 29) as saying that "after 20 years since Circular 10/65 . . . the evidence available to me shows . . . the only triumph (of the mainstreet schools) is that of hope over experience", and that the introduction of the comprehensive system had been a mistake.

Of course the comprehensive schools have made mistakes and have a lot to learn. That is why the Centre for the Study of Comprehensive Schools has been established. But let us not forget that the old selective system was equally unpopular in the 1950s. You quote Mr Dunn as believing that "people would, given freedom, choose grammar schools . . . ". Would they? Would the 75 per cent of parents whose children were condemned at 11 plus as failures choose secondary modern schools? There hasn't been any significant "Bring back the secondary modern school" campaign. Indeed a recent MORI poll showed that large majorities of about 75 per cent were equally in favour of retaining both comprehensive and independent schools.

Anyone knowledgeable about the grammar schools will recall how pupils in the "bottom" streams were often regarded as rubbish and they underperformed accordingly. Children still do under-achieve but this is not the fault of the comprehensive system – the problems go much deeper than that.

Ninety per cent of the children in the UK now attend comprehensive schools. They and their teachers need encouragement and support not morale-sapping diatribes of politicians.

CHRIS SPIVEY
Director
Centre for the Study of Comprehensive Schools
Wentworth College
University of York

Poly sandwich

Sir – I write to correct a misapprehension evident in Brian Heap's Careers Diary (*TES*, November 1). Extended engineering courses are offered at polytechnics and not only in universities as Mr Heap implies.

Coventry Lanchester Polytechnic offers a five-year sandwich programme for the MEng in civil engineering. Other MEng courses are offered at Hatfield, Kingston, Liverpool, Middlesex, Newcastle, Portsmouth, Plymouth and South Bank polytechnics and the Polytechnic of Wales.

Details of these and all other polytechnic courses are given in the *Polytechnic Courses Handbook* published by the Committee of Directors of Polytechnics, 309 Regent Street, London W1R 7PE, price £7.70.

SUSANNE HASELGROVE
Assistant Secretary
Coventry (Lanchester) Polytechnic

FE demand rises

Sir – Your headline: "Drop in FE course growth" (*TES*, November 22) could well create the entirely false impression that demand for further education provision is declining. May I state categorically on behalf of one college, and I suspect on behalf of over 600 other such colleges, that demand is still rising steadily.

Yes, there *is* a drop in FE course growth; having absorbed year after year of budget cuts while still maintaining a healthy growth rate, by making all sorts of economies, we have now reached the point where the pint pot has been made to contain a quart – or more – and there is quite simply no more room. Under these circumstances, of course there has to be a "drop in FE course growth".

D G JAGER
Principal
Tamworth College of FE

LETTERS

How to ensure a speedy end to the Burnham negotiations

Sir – It is very distressing to hear union representatives saying that they are, or are not, going to meet to discuss salary negotiations. As our representatives it is their responsibility to negotiate and if they do not do so they are failing in their responsibilities. One of the main reasons for the long drawn-out conflict is that the Burnham Committee does not meet very often. It has been a long time since Burnham negotiated a pay rise ready for the April date and this year they are already 10 months late.

If we are to arrive at a satisfactory settlement the Burnham Committee needs to show a much greater sense of urgency. It may be necessary for them to meet every day until a settlement is reached. This is not asking too much of the people who are paid to represent us.

I would suggest that all teachers should withhold their union subscriptions until a satisfactory settlement is reached. This would remove the pressure from headteachers and place it where it will be more effective. If the union leaders and representatives on Burnham really showed determination a settlement could be reached before the end of this term.

ALAN THORNTON
17 Boughton Green Road
Kingsthorpe
Northampton

Need for unity

Sir – Recent events and articles in the national press give the impression that the teachers' case is failing or being fractured by actions of union leaders. We, as teachers of Hatton School and representatives of our unions, are unanimous in wanting a settlement of the dispute. Although tactics may differ, the aims are the same; to secure satisfactory remuneration for our important vocation, to reverse the decline in the funding of education and to establish education as a continuing top priority.

We are urging our union leaders to repair any differences they might have with other leaders and to work to present a united case on behalf of us all.

Members of AMMA,
NAS/UWT, NUT, PAT and SHA
The Hatton School
Hatton
Derbyshire

Too little warning

Sir – As your readers are aware, both NUT and NAS/UWT "short strike" action has intensified since October 1 and has now begun to affect primary schools.

I do not comment on the merits or otherwise of the claims of the teaching profession, nor upon the fact that disruption is being caused by the present action.

However, I do take issue with NAS/UWT national executive policy with regard to notice of intended action in particular schools. Twenty-four hours' notice of intended action means in practice that the parents of the children affected can only be notified the evening before the action is taken – except where notice is given on a Friday for action on a Monday.

This policy is applied by both NUT and NAS/UWT in secondary schools but the NUT seems to be taking a more sensitive view in the case of primary schools. In the London borough of Havering they give sufficient notice to schools so that parents are given at least 24 hours' clear notice of action.

Because of the inadequate notice from the NAS/UWT there is a risk that parents will be unable to make adequate and safe arrangements for their children.

Forty-eight hours' notice would not reduce the effectiveness of the action and, in my view, would greatly reduce the possibility of any child being endangered.

The point I am making is a general one, not directly referable to any authority or school. In the school for which I have a measure of responsibility, disruption has been kept to a minimum.

J H POULTEN
Chairman of governors
Engayne junior and infant schools
Upminster
Essex

Negotiation skills

Sir – I applaud the recognition made by Tyrrell Burgess (*TES*, November 22) that records of achievement could (and I feel should) imply that students are drawn more into the process of their own education.

The "four stages" he offers in his model are commendable, but like many similar innovations in the field of records of achievement they are premised upon an assumption that at the end of the third year pupils are suddenly able to handle the complexities of "negotiation" or even to this same extent that they have sufficient self knowledge and evaluative insight.

If pupils are to become more active participants in the process, the skills and experience of "negotiation" need to begin early alongside deliberate curriculum design aimed to develop self knowledge and provide the necessary space for self-assessment and reflection.

More especially the ambience of classrooms will need to change to become less coercive and more incorporating. If this is to be the case the records of achievement can for one, at least, be described as "benign".

CLIFF HARRIS
Co-ordinator for assessment
Devon County Council

Guinea pigs

Sir – Most would agree that motorways have improved the transport system in our country. However "motorway madness" – travelling too fast in difficult conditions – is a serious problem which demands urgent attention because it makes motorways only a qualified success.

What of "GCSE madness"? For most of us in the teaching profession GCSE is a worthwhile and long overdue reform of the public examination system.

However, the apparently reckless desire by Sir Keith Joseph to start GCSE courses in September 1986 can only be described as madness. The main focus of quite legitimate concern has been the limited time and resources to train teachers for the new courses.

Even so, I have an even more pressing concern and that is what I tell my current third-year pupils and their parents about GCSE. Early next term the courses booklet for 1986–88 will be prepared and meetings for the year-group must be arranged.

But what do I tell them when final GCSE syllabuses are not to be sent to schools until the spring or early summer and the training of teachers may or may not have just started?

I am quite sure that a number of parents will be very angry that their children are to be guinea-pigs for an ill-prepared innovation which may have disastrous consequences for their chances (or lack of them) later in life. I shall have to agree.

Of course, one can avoid motorway madness by taking a different route but with GCSE madness there will be no escape which makes it doubly dangerous.

What motivates this madness? Is Keith may be worried by the needle score a political triumph before the next election. If so, he would best be advised to delay the start of GCSE courses until September 1987 when they could be launched more effectively with a much higher chance of success both for the pupils and Sir Keith. On the other hand, a steamroller for Mr could produce a political whirlwind.

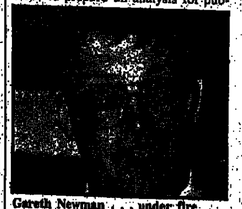
Before you get side-tracked by Christmas, Sir Keith, please think again – and let me know what I should tell my third-years and their parents.

H E GREEN
Headmaster
Henry Box School
Witney
Oxon

'Baby's stuff'

Sir – As one who, apparently, wasted 17 years of his life teaching in a "severely depressed, hopelessly inadequate small-town comprehensive" I must claim the right to comment on Mr Gareth Newman's contribution to your Secondary Education Conference (*TES*, November 29). Such intemperate value judgements grotesquely distort the picture of what happened at the school before and after TVEI, they defame his predecessor and contribute nothing to rational educational debate. As space will not allow a full and accurate account of the impact of TVEI on the school, I shall limit myself to straight rebuttal of two assertions.

Examination results have not improved since TVEI was introduced. I know because it was latterly one of my tasks to prepare an analysis for publication as required by the 1980 Education Act. There was unmistakable evidence of drift for a number of years. In 1985, results produced by the first TVEI cohort were the worst ever and the school has slipped alarmingly to near the bottom of the league table of Clwyd's secondary schools.



Gareth Newman . . . under fire

If it be argued that such alternative forms of accreditation as City and Guilds 365 compensate for lower achievement at O level and CSE, for look at the standard of examinations set by City and Guilds. Past examination papers of the institute are difficult to obtain because they insist on return of all question papers and protect them with copyright but, as one candidate told me, "It was baby's stuff, sir". Most of the 160 pupils (about two thirds of the cohort) who opted for 365 courses in one particular year were selected themselves, or being sold, short simply because the qualification is designed and intended for the lower reaches of the ability range. You do not raise standards by lowering your sights or "improve" results by entering the first team in the third team competition.

School morale did not "soar" with TVEI; on the contrary, it plummeted. Of course, morale cannot be quantified, merely sensed. But if pupil behaviour is an indicator you might ask the caretakers or dinner ladies who get at the sharp end of vandalism and cheek. If staff opinion is anything to go by, come and ask me or any one of dozens of my former colleagues.

No one would deny that reform of the curriculum is necessary or that the modular route may well be the best way forward, but nothing is achieved by exaggeration.

E EDWARDS
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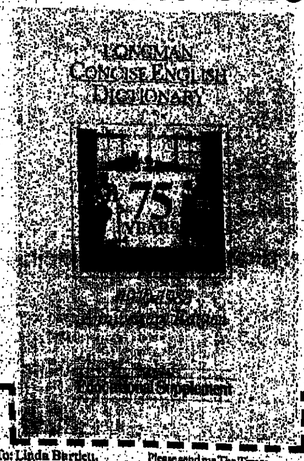

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TALKBACK

Fat of the land

DENNIS CARTER

All interested in the future health of the nation should thank Nottinghamshire's education catering officer, Anne Carter (*TES*, November 22) for her attempts to change the high-fat, high-sugar diets of children towards fresh fruit and vegetables and high fibre. As head of a school which has been campaigning on this issue for 18 months now, it was most heartening to read of the various steps being taken by Nottinghamshire and Sheffield.

Unfortunately, however, this is still very much a minority response to the growing mountain of evidence linking fats and sugars to the high incidence of heart disease. The more common response is that of the Stockport parents: "let 'em eat what they like".

With the nationwide dominance of the cafeteria system this decade such attitudes have led to appallingly dangerous dietary possibilities for our children. Stories are legion of the daily molehill of chips and the pocketing of dinner money change for the purchase of sweets after school. So few controls exist in most cafeterias that this slow poisoning of future generations is easy to achieve.

The attitude of "if they want chips let them have chips", though, represents an absolute abrogation of our generation's responsibility for the health of the nation. As adults we all have responsibilities towards children; this surely is one of the things a sense of community should involve.

In our school it was the *World in Action* films early in 1984 which acted as catalysts for action. We had avoided a cafeteria system, helped by the lack of a central dining area. There were, therefore, controls built into our dispersed system of dining. Our campaign was launched in the usual ways with visits from dieticians and wholefood suppliers. Parents as well as children were involved and the only resistance came from a tiny minority who thought that multiplication tables and spelling lists were our business, not diet.

The first target for attack was the chip, which became the scallop (less fried surface area) and this was served only once a week. The jacket potato and the part-wholemeal bread roll, meanwhile, were being introduced and became popular, but never in direct competition with their fried cousins. More salads were made available and I discovered that take up increased dramatically if I spoke up in favour of salad eating.

Once we had introduced these changes we let them run and no major new initiative in the school meal has been taken since. I feel that the next campaign needs to be waged against food additives but realize the difficulties due to buying contracts already entered into by the local authority.

Our next major success was in our wholefoods tuckshop run by parents every morning. Previously we had never had a tuckshop so we were able to launch ours as a completely new venture. Suppliers of wholefood snacks were not difficult to find and these snacks have become just as popular as crisps and jammy dodgers. At present we sell nuts, sultanas (very popular), raisins, crunchy bars and wholewheat crisps (a sell-out every time).

These days I smile with irony when I glance at the litter outside the school front door and see *Jordan's Original Crunchy* wrappers dancing cheek to cheek in the wind with *Allinson's Wholewheat Crisps* bags. I console myself with the thought that perhaps, in a school based on real first-hand experiences, such litter, although a nuisance, is a most effective way of consolidating those healthy foods in the minds of the children.

Dennis Carter is head of Tallesin junior school, Shotton, Deeside, Clwyd.

Spirit of Russia

TOM HASTIE

There are aspects of life in the Soviet Union which I would not relish to share any more than would David Budgeon as he reveals in his review (*TES*, November 22) of the first two BBC 2 programmes on life in the USSR. But I do disagree with him about the anthropological aspects of life there.

I don't know to which generation David Budgeon belongs (I'm in my 60s) but he seems to have swallowed hook, line and sinker the trendy guff about the alleged awfulness of family life. I had a happy family life during my childhood (in spite of the frequent unemployment of a working class father during the early 30s) and I like to think that my children in turn had a happy family life. I know I am speaking from my own subjective experience (anathema to sociologists) but then may not David Budgeon be doing the same?

Psychologists tell us that one of the main prerequisites for a stable and happy life is one's participation in warm, supportive relationships. Both Rita and Valera are lucky enough to enjoy that condition and certainly didn't look any the worse for it. What's so "claustrophobic" about life in a family unit where mutual affection is the rule rather than the exception? And which "Victorian values" in the Soviet Union does David Budgeon object to? Parental devotion? Filial affectionate respect for parents? In view of the seemingly high level of child abuse in this country today, many of our children would surely benefit from a bit more Victorian parental affection, would they not?

Soviet ritual has nothing whatsoever to do with "nostalgia for the rites of Orthodoxy". It is a matter of ritual meeting a basic human need. Jung says: "the tragedy of modern Man is that he has been deprived of ritual." The fact that Hitler exploited that basic need for ritual, that submission to something over and above our individual selves, was undoubtedly a major factor in his success, especially with the young. But that cannot be seen as a justification for condemning ritual itself.

It is fashionable for trendies to condemn ritual (and by trendies I mean those who are activated by the fashionable trends of the day rather than by the basic and perennial facts of life), but children and young people respond to it eagerly. Ritual and self-discipline are frowned upon by the educational gurus of today but girls in particular are fighting to join companies of majorettes, all of which have lengthy waiting lists. So, too, do the Boy Scouts and other uniformed youth organizations which are being hampered in their growth by lack of adults to take charge – a lack resulting from a misinterpreted libertarianism.

It appears that David Budgeon is also opposed to patriotism. So many people rush to quote Dr Johnson's famous comment that patriotism is the last refuge of a scoundrel, ignoring the fact that on that occasion he was condemning a particular group of pseudo-patriots, as may be seen from Boswell's entry for April 7, 1775. Johnson's real view of patriotism may be found in his dictionary definition of it as: love of one's country, zeal for one's country.

I tend to agree with William Lyon Mackenzie, leader of the republican rebels in Canada in 1837, when he said: "A patriot is a friend to his country." I also agree with Orwell who said: "By patriotism, I mean devotion to a particular place and a particular way of life, which one believes to be the best in the world but has no wish to force upon other people. Patriotism is of its nature defensive, militarily and culturally."

Comradés: from the book of the BBC series.

And what is so remarkable about a mother being torn between the parting from a loved only son and her resigned acknowledgement of his "sacred duty"? Speaking as one who spent more than five of the best years of my life in uniform, I suggest to David Budgeon that it's a good job for him that my generation accepted its "sacred duty" to destroy the Nazis.

It seems to me that the major difference between life in the USSR and in our own country is that the former fosters a corporate view of life while we have been conned into accepting a way of life committed to excessive individualism. One is an acknowledgement of man as a social animal and the other is a fabricated product of *laissez-faire* capitalism, creating a mental climate which engenders tolerance of the excesses of that system.

How many of our social problems in the West are the result of people insisting upon "doing their own thing" without regard for its effects on other people? The only hope for Western man is a rediscovery of the corporate spirit, a spirit which does not crush individualism but encourages it to flourish within a consensus. I can only thank the BBC for opening our eyes to the possibilities of that spirit in action.

English transformed

GORDON MASON

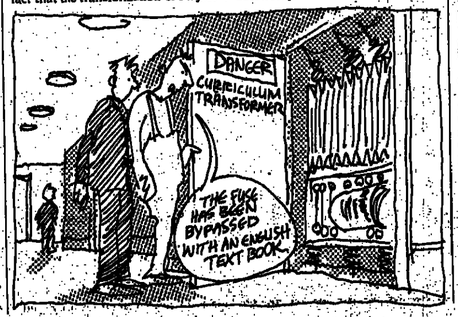
Philip Crumpton's article (*TES* November 8) does have the anxiety and alarm which characterizes this age, though I have to ask in which age was it ever otherwise? Think of the Middle Ages. But his piece is a fair account of the trail subject English has taken over the last two decades: that it is indeed moving slowly towards dissolution.

There are, though at least two outcomes to dissolution. First, that subject English is simply removed from the timetable as Classics has been. Or, that it transforms itself. Transformation is how I tend to view what has been happening. Philip Crumpton might think this naive and optimistic, but the truth as I see it is that English cannot exist in a vacuum any more than any other subject in a secondary school. And it is the secondary school we are talking about because secondary school subjects are hooked separately and deeply into a massive and money-making assessment business, a business which has singularly failed to reflect fast enough the transformations and discoveries which have taken place within more subjects than just English, and which continues to ignore the fact that "subjects" are inventions anyway. GCSE is a pretence at reflecting the real transformations coming as it does now into being through political pressure from without, more than from educational pressure from within.

The irony is that within the pages of this same issue of the *TES* is written evidence of precisely those insights and reforms which add up to what I for one think of as transformation. (I refer to the articles by Pat D'Arcy, John Dixon and Jim Sweetman).

Even where, as has happened with the exciting but experimental Oxford Certificate of Educational Achievement four l.e.a.'s and an exam board have put together a radically fairer and wiser mode of assessment, they have failed to realise what lies at the heart of Philip Crumpton's article: the simple fact that the transformation of subject "English" is a natural step on the road to the transformation of the secondary curriculum as a whole. After all, and it has been said to me many times, if "Language across the curriculum" then why not "Maths across the curriculum" and "Science across the curriculum"?

What confronts us, and has for a very long time, is the eventual transformation of the whole of the secondary curriculum. That we are, at times, fearful of the implications of that doesn't surprise me at all. That there are, inevitably, dramatic failures comes as no surprise. But that doesn't mean the failures should stop us dead in our tracks. Think goodness failure doesn't stop children in theirs. Nor does it stop doctors pursuing a cure for cancer. Nor indeed have our failures and setbacks stopped us. But, tied to the examinations industry, we are slow to proceed, and at risk of becoming parochial.



It's a bit like continuing to live in a building which is slowly being taken apart around us, and whose demolition and restructuring I for one am happy to see. But short of divination, there is only one way ahead, unless we evacuate and demolish. And if we choose that path of evacuation and demolition then we need, if we're to continue with an educational "system" positive models of de-schooling. That, too, has exciting possibilities. Teachers might then be permitted to shed the outmoded mantles of their "subjects" and acknowledge that they are learners themselves and learner-helpers on behalf of children.

Meanwhile, in reality, I see demolition and positive restructuring as a more than useful, interim occupation.

As to the "national debate". Philip Crumpton suggests, ask what is a national debate? One imagines the meeting of a thousand local committees talking about English and getting nowhere or creating that kind of diffusion that allows centralist sympathisers to step into the ensuing deadlocks. Or is it a convocation of English bishops or barons whoever they may be? Or will it be inside the pages of the *TES* I doubt it.

Whatever worthwhile transformations are still to take place, and there are many throughout the curriculum, they will come about through the actions of teachers. Their consent, their dissatisfactions with what prevails, their sense of their own effectiveness, their willingness to share practice, their sense of being on the move will be what determines the shape of the future curriculum. What happens to present subject English is a part of that future, but no more so than any other present subject.

Gordon Mason is county inspector for English in Somerset.

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One over the eight

While the Government concentrates on drug abuse, the much bigger problem of excessive drinking among the young is almost ignored, Hugh David reports.

"Go on!" screamed Lily Playgirl, compere of the late-night amateur drag show at a west London pub. "Go on! Get to the bar and spend them giros, will you!"

It was meant to be a joke, but John needed no further inducement. Although it was almost one o'clock on a Friday morning and he had been drinking steadily for the past three hours, he immediately picked up his glass and headed towards the still-crowded bar. He returned a few minutes later, a gin-and-tonic – his seventh – cupped protectively to his chest. He was, he insisted, "just 18", but that might have been a convenient fiction.

"It's great here, it is," he said. "It's for the gay boys really, you know. Did you know that? But I don't care. You can get a drink, that's all I care about. I'm really pleased I found it."

It hadn't taken him long. Born in Dublin, he had been in London less than a fortnight when we first met. He had no real job – "I do Mondays down the market, cash-in-hand, no questions, you know" – and only that giro from what he called "the Supp" to live on. All in all it came to around £55 a week, he said. He was staying, rent free, in a friend's council flat, but still drinking far more than simple arithmetic suggested he could afford – and substantially more than Health Education Council guidelines suggested he ought.

But far from being an isolated, exceptional case, John – who had downed nine single gins by the time the pub closed at two o'clock – is by no means unusual. For once publicans and official statistics agree: despite unemployment, the recession, drink-and-drive publicity and a recent television campaign, young people are drinking more than ever before. The statistics speak for themselves. Of the 109,724 people convicted of drunkenness in 1984, almost half were under 30. More worryingly, almost a quarter were still in their teens.

They, however, are only the tip of the iceberg. While 500 teenagers a week are charged with drink-related offences, vastly greater numbers of young people are regularly consuming in one evening quantities of alcohol approaching, and sometimes even in excess of the "safe" weekly totals recommended by the Health Education Council.

In a booklet entitled *That's the Limit* published last year the HEC suggest a "safe limit" of 20 standard drinks a week for men (and 13 for women). One standard drink is defined as half a pint of beer, a glass of wine or a single measure of spirits. And the booklet has a blunt warning for anyone whose consumption is as heavy as John's: "Any man of average height and average weight who drinks more than eight standard drinks a day (for example four pints of beer or eight whiskies) is drinking too much and is likely to suffer illness related to alcohol."

Unemployed and rootless, figures like John constitute the standard media image of the young drinker. The regulars at shady afternoon drinking clubs and late-night pubs, they are portrayed as drifters only one step up the ladder from the meths-soaked winos whose photographs pepper the papers in the run-up to Christmas. But there is another side to the picture.

"Don't tell me all these lads are out of work," said the landlord of a popular London pub one lunchtime, gesturing towards a full and noisy saloon bar. "A lot of them are doing very nicely, believe me. But they're your young drinkers."

They were mostly young professionals, men in their middle to late twenties, some with briefcases or document wallets, others – a tiny minority – with women. Well-dressed, with paper serviettes spread over their laps to protect smart *Next* or *John Barrie* suits, they had bagged all the tables. Four elderly waitresses moved among them bringing plates of gala pie and chips, trayloads of chicken-in-the-basket and further pints of lager.

Michael could have been one of them. As it was, we met one afternoon in a West End cocktail bar. He was staring gloomily into the remains of a pint of bitter. Good-looking, well-dressed, articulate and disarmingly well-spoken, he was more than ready to talk.

He'd been an insurance assessor, he said, then for a short time a car salesman. No, business was not looking good. He was up in town for a round of interviews. He was 23, he went on, but like John he could have passed for younger. I told him so, and for the first time he smiled.

He did that, he said, regard himself as a drinker, no, no way. He drank, but then everybody drank, didn't they?

The problem was that, like John, Michael had also unknowingly arrived in the HEC's "heavy drinker" category. He went through what he had drunk the previous day: four pints of beer, four large gin-and-tonics and half a bottle of wine over dinner – a total of 20 standard drinks. That had been "slightly over the top", he said defensively when I betrayed surprise; he had been working. On the other hand he had felt no ill effects. He certainly wasn't "chatoaued", if I knew what he meant. (I did; John had put it more prosaically when he talked about "being pissed".) He could take nine or 10 pints a day if he spread them over lunchtime and the evening.

There is a world of difference between John's London SE11 and Michael's life in W1 and its much more fashionable SW7, but the two young men exemplify a social problem which has received scant official notice. Despite warnings from the backbenches and the BMA, Government concern with hard drug addiction in this year has meant that it has had little time or seemingly little intention of addressing itself to a situation which, if it is less life-threatening than heroin or cocaine addiction, is still confronting immeasurably larger numbers of young people.

Perhaps it is only publicans who have recognized its true extent. "They don't just have half a lager and a Bacardi-and-Coke for their girlfriend any more; they make an evening of it. The girls too," said the manager of another inner London pub. "These days they're knocking back far more than the journalists we get in here."

But not even the professionals can suggest reasons why the likes of John and Michael are drinking so much. Useless, too, to ask the drinkers themselves. John could only suggest that it was "something to do". He was clear on one point, however: he did not drink to get drunk. Nor did Michael. He hated being chatoaued, he said, and knew very well that (in the words of the HEC booklet) "getting drunk doesn't make you tall, rich, strong, handsome, smart, witty, sophisticated or sexy".

John was none of those things either as he went his way slightly unsteadily up Kennington Lane at 2.15 that Friday morning. He had the rest of the day to sleep it off. But he would be back, not necessarily in the same pub, that evening and the next. Then too he would have "one over the eight", blithely unconcerned by the Health Education Council's warning which has given a new, extra, potentially lethal, meaning to the old phrase.

The last Noël?

Even before the unions withdrew the season of goodwill the traditional school Christmas was a thing of the past in some multifaith schools, Philippa Davidson reports.

Christmas comes but once a year. But in this year of dispute, and with Christianity no longer the dominant religion in many inner city schools, the festive season may last the whole term, be postponed until next year or cancelled altogether as schools find different ways of coping with this major Christian festival in an increasingly multifaith society.

Peterborough's multicultural policy document, *The Way Ahead*, prepared by two local primary schools, sets out practical guidelines for a curriculum which gives "equal validity to the variety of racial, ethnic, cultural and religious groups". At one time the cathedral carol service was a compulsory part of Christmas. Now, for predominantly Asian schools like The Beeches, a carol service would be inappropriate for most of the pupils. The keynote is choice. Parents will be asked whether they wish their children to sing carols. The cathedral, like the mosque, is an educational resource to be exploited according to the needs of the pupils.

"We make no assumptions about religious beliefs," says John Shearman, The Beeches' head. At his school Christmas this year will be "just an assembly" with the Christmas theme treated factually from the point of view of Christian doctrine. There will be no carol service. Instead, the concert will be postponed until the end of the Spring term when there will be no pressure to sing explicitly Christian songs.

Not that it has been a bleak midwinter at The Beeches. There have been numerous celebrations this term, the biggest being Navaratri, the Hindu Festival of Nine Nights which marks the part of the Ramayana where Lord Rama defeats the 10-headed monster, Ravana. Each class made an effigy or mask of Ravana and there was a competition for the fiercest.

In early December the children celebrated Diwali, Guru Nanaks birthday, and Hannukah, the Jewish Festival of Light. Because events, assemblies and related classwork are going on throughout the term there is no need to disrupt normal activities for rehearsals for the Christmas play or carol service.

Next term's festivities include Mother's Day and St Patrick's Day. It doesn't matter if there are few or no representatives of a particular faith in the school. "What is important is religious tolerance," says Diana Green, head of Gladstone Primary, and leader, with John Shearman, of the working party on *The Way Ahead*.

On the other side of the railway line is West Town school with a 30 per cent ethnic minority and a greater racial mix than The Beeches or Gladstone. Head Martin Creasey and his staff felt they wanted a Christmas celebration that kept the religious significance of the festival without offending pupils of other faiths. The theme of giving presents was chosen, and, with a little planning and ingenuity, the top junior classes wrote poems on the subject.

Their ideas ranged from giving a cake to new neighbours, taking a gift to hospital and buying a wedding present for "Dad's friend who is marrying Jean". Shazia though of Diwali and someone else of his new train set. Meera read the passage from the Koran which refers to the angel appearing to Mary to announce that it is Allah's will that she should bear a son.

At West Town Primary, Peterborough, Mary is a Sikh.

A reading in Arabic had been planned but had proved difficult to organize because of Muslim prohibitions to do with cleanliness and the handling of the holy book. Meera is Hindu. From the way she read the passage it was hard to imagine that what she was reading had no more significance for her than the same passage from the Bible.

It is commonly recognized that Asian religions on the whole take the spiritual side of their festivals more seriously than Christians do. Martin Creasey has observed that the presence of a strong believer in a class has a noticeable influence on its members, whatever their faith. On the other hand most Muslim children in West Town seemed to be expecting to enjoy the trappings of Christmas along with their classmates. They said they would be celebrating with a special meal, visiting friends and relations or watching the video. "Eid is better than Christmas", said one boy. "For one thing there are more Eids, and you get money."

The lower school's contribution to the Christmas entertainment will be a tableau about European customs, particularly appropriate in West Town which has children from the Italian-speaking community. Clare, who is Polish, told me she would be going to midnight mass and that there would be a special Christmas Eve supper. Although there is a Christmas tree in the corridor the decorations have been kept deliberately un-Christmassy this year, said class teacher Marion Evans. Mathematical shapes and a frieze of Rangoli patterns to decorate the stage are the order of the day.

It has been left to the infant classes to provide the traditional nativity. A Sikh child has been chosen as Mary, and her father is deeply honoured. One group has just finished a Rama and Sita drama so that will almost certainly be worked into the Christmas story.

It's difficult to avoid carols at Christmas, but it is possible to choose secular ones such as *Girls and boys leave your toys* and *The little drummer boy*.

"At our school," the headmistress of a primary school in the King's Cross area of London told me, "we choose the ones that tell the Christmas story".

With its 70 per cent Muslim intake the emphasis is on "the similarities rather than the differences between religions". Here the children say that Christmas is just like Eid and like their counterparts in Canon Barnet school in Hackney, will be enjoying jelly, ice cream and presents in school at Christmas.

Both these London schools are very much part of the community where teachers learn from parents and children. Communities have played an important part in the ILEA's Christmas concert which this year adopts a more positively multicultural approach then in previous years. Entitled "London Celebrating", it draws together 400 children on stage at the Royal Festival Hall in a display of music, mime and dance. There are sixteen items with hardly a traditional carol among them.

Some schools have contributed episodes reflecting the customs of their communities. There is everything from classical Indian dance and a song about Christmas shopping with tabla and harmonium accompaniment to a nimble display of Irish dancing from members of Christ the King school, north London.

Turkish parents have devised a song and dance episode as well as the opening announcement. Reading out the words "the Turkish people are passionate and vibrant", clearly embarrassed the narrator as much as her veil and satin trousers. The group's seven-year-old drummer, despite his precocious skill on the Turkish drum, insisted on concealing his talent in the back row to avoid being seen in his costume. However, there is no denying the dignity and standing that a chance to perform in public gives a minority community.

Although there is not a trace of old teatowels and bedspreads about these costumes there is no doubt that many children feel self conscious about appearing in so-called national dress. After all, it is only the Indian communities who adopt a non-Western style of dress as part of their everyday wear.

Another query in the minds of the organizers is how far white children should have participated in the efforts of the Asian and Afro-Caribbean communities. It is easy enough to talk about integration in the curriculum, but when it comes to performance authenticity has an important part to play.

However, it wasn't the Chinese children from Soho school who wore the lion costume and carnival mask in their New Year entertainment. The narrator told us that it was "about visiting relatives" but the wearer of the pink papier mâché head filled in the details with a long story about a mad monk and a lion in a garden. She obviously knew it well, but then, she told me: "We do it every year and we've been practising for weeks."

"Playing down Christmas," to use the words of many teachers, is all very well in an inner city school with a multiracial population. But move outside Peterborough, for example, into Lincolnshire and you will hear a different story. One head feels strongly that Christianity gets a raw deal these days. "It's not that we are racist, but after all, Britain is a Christian country."

He says it is difficult to find up-to-date materials on the Christian faith, and believes that schools have a responsibility towards children baptized as Christians who receive no form of religious instruction at home. His school will be having a traditional carol service this year.

In Birmingham there had been a plan to organize a Winter Song competition with contributions from a number of schools, along the lines of "London Celebrating", but it has fallen through because of teacher action. "It is about time people realized that without the out-of-hours co-operation of teachers, extracurricular festivities such as the Christmas play would never take place," said one music teacher.

Perhaps, though, that is one of the many bonuses to teaching in a multifaith school: if your Christmas is cancelled you can always don your dragon costume and get ready for the next festival – Chinese New Year.

We three kings of Orient and West Town Primary are.

Christ the King RC School, London, celebrates with Irish dancing.

HEATRE FILMS TELE[illegible]S ON ART[illegible]
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Review

The art of memory

by Brian Morton

The Memory Palace of Matteo Ricci. By Jonathan D Spence.
Faber £15.00. 0 571 13239 1.

Matteo Ricci arrived in China in 1582 and was to live there for the remaining 28 years of his life. The golden age of seaborne exploration was by then past: the pioneering of Magellan, da Gama and Columbus had given way to more familiar concerns, such as trade and political expansion. Yet travel was still by no means routine and the world, confirmed round, was still unimaginably vast.

A sea that even now can swallow a supertanker – radared, RTed, watched by satellites – and leave no trace took few pains with overloaded Portuguese carracks, top heavy and badly navigated. There were pirates, plagues and there were the seasons (Ricci, ever the realist, preferred the more accurate "Cape of Storms" to the newer, more optimistic designation "Cape of Good Hope").

Eight years was not long for a voyage round the globe. Exile such as Ricci's was likely to be permanent. In 1593 he wrote home to his father, unsure if the old were still alive. Three years later, a letter from a friend seemed to confirm his worst fear. In 1605, though, he learned that the bad news was premature and he wrote home again, joyfully. But, before that second letter had reached China, Giovanni Battista Ricci *had* died; by the time the accurate news reached his son, so had he.

Only one thing could have sustained a man like [illegible] Counter-Reformation [illegible] one: The Chinese – though some looked on him as a Japanese spy and abused him harshly – welcomed Ricci for his skills as a mnemonist. They hoped, incidentally, that he would furnish them with the secret of turning mercury into silver, but his real value to the family of his first patron, Governor Lu Wangwei, was the vexed secret of passing exams. In return for converts, Ricci taught the art of memory.

Jonathan Spence's biography is unique and compelling. Rather than a standard life-study plus picture of the times, he offers, on the groundplan of Ricci's own memory palace and its images, a picture of the 17th century world, oriental and occidental, far more immediate and persuasive than any conventional approach would yield.

In an age becoming used to the floppy disk, microfiche, video, for which books and papers are more or less second nature, an age so culturally sophisticated as to have devised Cole's Notes, it is hard to imagine the need for a special system of mnemonics. The very absurdity of Spence's "contemporary" examples seems to underline the gap. Nowadays we value knowledge as a process and activity rather than as accretion and rehearsal of facts. Rote learning, despite rearguard actions, is all but dead.

Virtually all that now survives of Ricci's palace is four images in complex Chinese ideographs and four devotional pictures. For the memory palace was not and did not need to be a physical object. What one did was to imagine a building, on a symmetrical plan and with a manageable number of rooms. Its chambers and passages were then furnished, in the mind's eye, in appropriate order and in appropriate symbolism, with all the information needed for exams, for medical practice or – ever Ricci's bottom line – for religious belief. To find the required fact one merely passed through familiar rooms to the appropriate point, somewhat as one can find a chair or cup even in a blacked-out home.

The method doesn't come recommended for O level biology, unless of course all other methods are failing short. Yet it does afford some counterbalance to our current obsession with external props – books of tables, tests in exam halls – and it does re-awaken the question of memory as an educational and cultural yardstick. And Spence's story is utterly fascinating in itself, a humbling and often very funny account of an age more tied to ours than we might like to believe.

The recognizable face of love

Penelope Fitzgerald on the genesis of the Irish RM

Somerville and Ross: The World of the Irish R M. By Gifford Lewis.
Viking £12.95.

Edith Somerville's father was a lieutenant-colonel of the Buffs, her grandfather was an admiral, her great-grandfather was Chief Justice of Ireland. She was a musician and a trained artist, able if need be to take on a pack of hounds or a herd of pedigree cattle and to run a vast rackotty household; able, it seems, to manage almost anything except money. Violet Martin – "Martin Ross" – was her cousin, but who, one wonders, *wasn't* among so many complex intermarriages? The two women's homes were far apart, Drishane in Co Cork and Ross House – quieter and more cultured but equally short of money – in Galway. They met only in 1886 when Edith was 28 and Martin 24. Neither of them wanted to marry. They collaborated for the next 30 years, until the night when Edith sat at Martin's deathbed, sketching her wasted face. After the death she continued to publish under their joint names, believing that she could communicate with Martin through automatic writing. Their story has been told several times, notably by John Cronin and Violet Powell, but I am sure that there is room for this finely illustrated book.

Somerville and Ross were gentry, the patricians of whom Joyce's Stephen Dedalus stares angrily through a hotel window, "feeling the desires of the race to which he belonged flitting like bats along the dark country lanes." They were living in the very last phase of the Ascendancy, when the rulers, about to leave a country, fall in love with it. Like Maria Edgeworth before them, they wanted to set down exactly what they heard (Edith had a special pocket made for her dog-biscuits and notebooks). Their true subject was the rising Irish middle class which would be there when they were gone. At this they took a very clear look, clear but affectionate. "We hated killing Francie (the heroine of *The Real Charlotte*), it felt like killing a wild bird that had trusted itself to you."

Some Experiences of an Irish RM is a genial, indulgent pastoral of the fun that was to be had in those days. *The Real Charlotte*, their finest novel, is a tragicomedy, shadowed by land hunger and by the uneasy sense of violence which, even before the 1920s, could be felt in these strange peoples' lives. Martin was often pitched from cabs and traps and died as the delayed result of a fall. Her mother hardly thought an outing worth while without a storm or an accident. Edith, when travelling, gave away all her spare money, and then, finding it wasn't spare, arrived penniless.

In the end she chose to be buried close to Martin, but when the look was dynamited for her grave Martin's cross was blown sky-high. These gestures were another face of extreme courage – the "wasteful virtues" which Yeats said, would earn the sun. They earned nothing, and, as Gifford Lewis says, "the Ascendancy became a class no longer of any substance, either in Ireland or in England, save now in anecdote." But *The Real Charlotte* remains.

From the first, readers were deeply interested in how the collaboration could work. Somerville and Ross were by no means at one on all subjects. Martin was a Unionist, Somerville a Nationalist whose faith survived even the murder of her brother in 1996. But they surmounted disagree[illegible] and talked until we had talked Flurry Knox into existence. As to their personal relationship, Gifford Lewis is on the defensive, anxious to refute Maria Collis's unfriendly version (*Somerville and Ross*, 1968). Their letters, she says, are sisterly. They call each other "great gommaun" and "Queen Pig's Feet", and "this is not the language of Sapphic sexual love." At night, in the icy country houses, Edith was sometimes "in demand as a hot-water bottle," not only, however, for Martin but from Edith's sister Hildegarde, who was as cold as a fishmongor's slab. In 1916 the formidable Ethel Smyth fell in love with Edith but failed to seduce her. "Your law," she eventually lodged "is not my law." The intensity of feeling between the cousins, however, cannot be denied. It is recognizable as the face of love. And yet paradoxically, although their families kept them apart and made endless demands on them, they had no wish to live alone together. Even though they were proud of their professional success as single women, perhaps New Women, they could never desert their cousins' innumerable and parents intolerable.

This book is not a joint biography, but background and an interpretation. Gifford Lewis son has been working on the family papers for nearly ten years, and is editing the correspondence. Her text is sometimes repetitive, but it is detailed and sincere. The earliest photographs are plates from the 1860s, recovered and restored, like many of the later ones, from the archives. There is a good selection of Edith's drawings (which vary surprisingly in quality), and always, from page to page, a sight of the skies and hills and the wash of air over the beautiful country in Europe.

Words That Must Somehow Be Said. By Kay Boyle. Edited by Elizabeth Bell.
Chatto and Windus. £10.95.

Kay Boyle has taught in San Francisco State University, participated over the past 20 years in the American Civil Rights movement and in Amnesty International, and was imprisoned in the 1960s for her part in an anti-Vietnam war demonstration. She is also a poet, novelist and short story writer who lived in France for 20 years from 1920, and who was a friend and colleague of Pound, Joyce, Stein and McAlmon in Paris. After the war, she returned to Europe as a *New Yorker* foreign correspondent, and lived for some time in post-war Germany.

What she experienced there strengthened her conviction that a writer's duty was to bear witness morally to her age. She twice comes back, in this collection of her selected writings spanning almost 50 years, to Thomas Mann's dictum that it is the writers and intellectuals of Germany who bore the full weight of moral responsibility for Hitler's rise, since they failed to make richer promises or to have a more compelling vision in their works than he did in his politics.

This emphasis on the writer's moral responsibility leads to the best and worst of her writing here. She has a fastidious conscience and looks through it at a world that is increasingly incoherent and undignified. In 1955 she called the TV and radio programmes American children were viewing "a death sentence passed hourly on the creative impulse of our young", who were "victims of poliomyelitis of the will". More solemnly, in a long and moving preface to her book of short stories *The Smoking Mountain*, she calls the world to account for not beginning to understand the implications of the Nazis' rule. She does it through the narrative prism of the trial at Nuremberg of a Gestapo officer, Heinrich Baab. If only they didn't perpetuate an indictment of the German people, these 60-odd pages should be made required reading internationally for every school-leaver. To see the buck being passed by the Nazis because they were operating at "too high" or "too low" a level to know "what was going on" is an object lesson in individual accountability.

These things, as the title suggests, must be said, and said again for each generation. Here the author's preacherly side has left its mark in a classic confrontation between good and evil, an evil which is carefully revealed with masterly understatement.

Elsewhere, however, the alliance between the social reformer and the writer becomes more strained. Some of the essays fall into an unwriterly over-plousness, which often boils down to a plaintive, if sophisticated, wish that the world were a better place, or to a romantic elevation of the tough, rough and dispossessed to the only touchstone of reality. Prison becomes curiously desirable, almost an obsession, representing the bottom line of life, and the author's own encounter with prison has the air of a star-crossed union. "It may be that none of us can ever get out of the solitary confinement we've condemned ourselves to (out of fear, out of pride, out of lonelIness) until we find ourselves in actual prisons of iron and stone."

It is a pity she did not take us further along this promising path. Instead we're invited to toe the line of moral indignation at the lives of the prisoners, as the writer moves into the area of "ought-to-be" of the social reformer rather than the "is" or "might be" of the writer. The opening sentence of another essay illustrates the deadening effect sanctimoniousness can have on the hot line from writer to reader: "I spent Christmas Day on Alcatraz with the Native Americans because it seemed the most logical place to be". If morality, as Hemingway once said, is what you feel good after, then moralizing is perhaps what you feel too good after.

This kind of moralizing leads Kay Boyle to take some rather harsh views on writers. She castigates Gide, for example, for his "cautious subtleties written in the time of France's occupation", setting him against the moral stature of one Dr Odic, who wrote a book about the sufferings of the Jews and others during the war. This is to confuse the moral voice of an author with his life, which are notoriously and perhaps even necessarily at odds. Gide may have been a coward in public life (just as Proust was a sycophant), but his writer's morality, of staying true to his individual perceptions in spite of social conventions (even if they were right-minded conventions), was brave enough. Worse, Salinger is pompously called to task, in the context of Kay Boyle's wish to see a generation of writers emerge as moral giants in America – for not "writing maturely about maturity", a yardstick that would condemn much of the world's great writing.

It is as if, compared to the horrors of Belsen, the ultimate in prisons and therefore in 'reality', little else has a right to exist, unless it at least aspires to that level of seriousness. It is an understandable view, but a creative dead end, and it is in her only piece of fiction in the book, "Frankfurt in our Blood", that she escapes the confines of social moralizing and lets the reader breathe.

Moral witness

Annette Kobak celebrates a veteran activist

A bubble bursts

Like Punk Never Happened: Culture Club and The New Pop. By Dave Rimmer.
Faber £4.95. 0 571 13739 3.

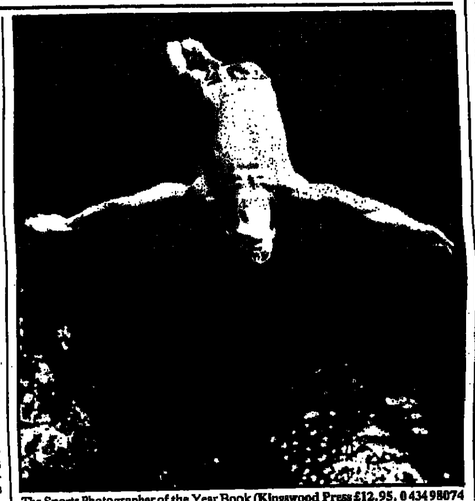
Dave Rimmer's study of the rise of the New Pop in the 1980s suggests that a fundamental change in the pattern of British popular music took place in 1981. The post-punk vacuum produced no significant new style allied to a particular musical shift, but rather a bizarre diversity of interesting styles and movements that gravitated toward no centre or substance, but rather drew in any and every element which took their fancy. It amounted to "a complete dissolution of the traditional British relationship between music, style and subculture . . . No more subculture, more a culture club."

The vanguard of the New Pop had come up with punk's nihilism, do-it-yourself ideology; they translated that into an obsession with fame and an unparalleled insistence on maintaining complete control of all artistic and, more pertinently, financial matters. Behind the peacock display, shrewd business logic guided the progress of groups like Culture Club and Duran Duran. The fans (mainly girls: boys are into rock bands) lined up behind their heroes like football supporters; the bands obliged with an almost constant bickering in the music press, and later the Fleet Street dailies.

Pop was once again defined by simple boundaries: fame, glamour, Money, sex. Ideology had had its day; "who can be surprised that in the depths of a depression, pop takes an escapist turn?" Rimmer is not simply cynical about all this manipulation, but recognizes the merits of pure pop successes like Culture Club's *Colour By Numbers* album. Moreover, he also recognizes the very real rewards those hordes of devoted fans get from their obsession: there is a genuine relationship between star and fan which both must uphold, as Culture Club found to their cost.

This New Pop dream had gone sour by 1985; he argues, when Wham reached new depths of vacuous banality, and Frankie Goes To Hollywood relinquished all control to their record company, ZTT. Rimmer's readable and often fascinating analysis of its growth and decay is ultimately a dispiriting book about a dispiriting phenomenon. *Like Punk Never Happened* plays that familiar blues about aspiration turning to avarice one more time, with the twist being that in the New Pop, aspiration was always to avarice. Whatever idealism there was drained early; pop, as Rimmer reminds us, "is also the sound of a bubble bursting."

Kenny Mathieson



The Sports Photographer of the Year Book (Kingswood Press £12.95. 0 434 98074 9) presents the spectacular winning entries from the last 10 years of Britain's top sports picture context. Above, Olympic high dive (Chris Smith / Sunday Times).

lingo

After several jinns

Dictionary of Confusing Words and Meanings. By Adrian Room.
Routledge and Kegan Paul £9.95.

To summarize the author's own precis in brief: a word like abuse is misused but seldom abused. To extract his meaning I need to excerpt a passage:

"Confusibles" are words that not only have a similar sound and spelling, and a common or at any rate apparently common link of meaning, but are mutually related linguistically (eg luxurious/luxuriant, dominating/domineering). "Distinguishables" are words that may be unlike each other in sound or spelling, but are closely related in meaning (eg boat/ship, referee/umpire).

After several jinns my genie leads me to compose a concoction of confusibles sufficient to confound the genius of a Roget let alone a Room. It is a staple of most word-lists that meaning is stable – excepting the odd pun, exempting the occasional riddle and making an exception of the even rarer conundrum. But it is the reverse of this obverse that appears to hold sway here.

A quick glance, slightly more than a glimpse that is, made me quiver then quake then quail. We are, or so it seems, all Humpty Dumpties making words mean just what we want, stammering and stuttering among shifting nouns, never knowing whether we are aback or abeam on this Ship of Fools. But don't I recall Belloc arguing somewhere that the beginnings of established spelling in English marked one more block to individual creativity? From Chaucer to Shakespeare anything (well almost) went.

Isn't a dictionary only a dyke (the alternative Gay Lady is not included here) against the currents of human fallibility that drive a language on into new channels? Perhaps I only like to think so because I can't spell. Deep down I know such thoughts are fallacious and that these failings are truly faults and not creative foibles. But, what can one do? Use this dictionary? But then, like spelling, one has to know one is wrong first and one just doesn't.

I may be an old tart for making a pie a pudding but I can see that while spelling changes little in the average lifetime, meaning is by comparison a roller-coaster. The principal pleasure in this moderately useful book is in finding those pairs of words which despite the author's attempts at throwing a bucket of water over them remain resolutely a beast with two backs – try *choir* and *chorus*, or try making sense of what he says about *meaning* and *sense*.

David Sweetman

Paperbacks

Selections from the Canzoniere and Other Works. By Francesco Petrarch.
OUP World's Classics £1.95. 0 19 281707 8

The peculiar magic of Petrarch's verse resides in the music and rhythms of the poet's Italian – his love songs were for singing, as Monteverdi recognized — and a great deal is necessarily lost in translation. Finding an English equivalent for Petrarch's poetry calls for unusual qualities of imagination and insight as well as discipline. In this selection Professor Mussa has served the English-speaking public remarkably well. If he succeeds here in attracting more readers to *The Canzoniere*, one of the great source-books of Western culture, he will have achieved a splendid ambition.

Guido Waldman

The Collected Stories of Colette (Penguin £6.95), one hundred of them, delicate, witty, sensual and perceptive, makes a handsome companion volume to *Earthly Paradise*, the informal autobiography compiled by Robert Phelps from letters, journals and Colette's own fragments of autobiography.

Sheua Mackay

Mister Johnson by Joyce Cary (Penguin Modern Classics £2.95), the story of a young African clerk in colonial Nigeria who turns his life into a romance is a funny, beautifully observed, and ultimately tragic evocation of a bygone era: a welcome addition to Penguin's reissue of this recently neglected writer's work.

The True Confessions Of An Albino Terrorist by Breyten Breytenbach (Faber £3.95), the account of this South African writer's seven year ordeal in the prisons of his homeland is an indictment of a society and its penal system, which shows how the human spirit, even in the most appalling conditions, can not only survive, but aspire to art.

SM

The Home and the World, by Rabindranath Tagore (Penguin £3.95). In the original language a powerful novel, interweaving love and political awakening, by the 1913 Nobel prizewinner, now crying out for fresh translation, the story has been rendered somewhat more accessible by Satyajit Ray's film of it and; here, by Anita Desai's full and sensitive introduction.

Darkness, by Bharati Mukherjee (Penguin £3.95) is a collection of twelve lithe stories of immigrants turned expatriates. Is Indianness a fragile identity needing preservation, or a disfigurement to be hidden? A Bengali intellectual turned fluent American presents Indianness, instead, as "a set of fluid identities to be celebrated".

PSG

Bias among the buffs

The Cinema Book. Edited by Pam Cook.
British Film Institute £12.95. 0 85170 144 2

On Cinema. By Vincent Porter.
Pluto Press £4.95. 0 7453 0099 5

Science Fiction Film Source Book. Edited by David Wingrove.
Longman £10.95. 0 582 89239 2. £7.95. 89310 0

The Cinema Book has something for anyone interested in cinema, but it is particularly addressed to students of media studies and constitutes virtually a course in the subject, ranging from cinema history, through questions of genre and authorship, to the history of narrative codes and the structuralist approach to analysing film narrative. About one-third of the text consists in synopses of major films, with details of the extracts available from the BFI Film and Video Library (which will be known to all media studies teachers), and there are valuable notes on relevant films in each chapter. The concept is admirable and *The Cinema Book* promises to become a standard work of reference in schools and colleges.

If only for that reason, it is a pity that it shows such lack of balance, reflecting a bias in British film studies. The overwhelming importance of Hollywood in cinema history is undeniable, but recognizing this does not excuse neglect of other cinema cultures, either before or after the United States established its dominant position during the First World War. The section of *The Cinema Book* on cinema history views all events in the first 20 years of movie history as incidents on the road to Hollywood: the early importance of French films in the world market is not mentioned, the Lumière brothers and Méliès are noted in passing, as industrial rivals to the Americans, with no suggestion that they actually produced any interesting films. National cinemas, apart from that of the United States, are subsequently compressed into sections dealing with movements (Italian neo-realism, the French New Wave, Ealing comedy). The almost total neglect of Third World cinema may be judged by comparing the index entries for Ray, Satyajit and Ray, Nicholas.

French cinema may be undervalued; French criticism, on the other hand, particularly when filtered through the works of British writers, gets more than a fair amount of space. The last section of the text is devoted to "Film Narrative and the Structuralist Controversy" and, while some of the issues dealt with are of central importance for the understanding of cinema, the language in which they are expressed is not liable to convince students of this fact.

They should hurry to Vincent Porter who, in 140 pages, is guaranteed to restore a sense of reality. *On Cinema* is concise, readable and full of good sense. It surveys a range of topics, from audiences to film producers, censorship and education, in the context of the contemporary British cinema. Porter is aware of film as a product which is also an aesthetic product and has some sensible things to say about distribution, popularity and the constraints on film-makers. You may not always agree with his point of view, but he shows that there is more to film studies than a disputation on the status of the critic conducted in the pages of *Movie* and *Screen*.

The SF Film Source Book is for movie buffs, not structuralist critics, and contains some 1,350 entries for films, brief profiles of directors, writers, actors and others, with a short history of SF cinema and a chapter on special effects. The reference information is useful, the critical assessments more dubious and the production details in each entry minimal. Still, a valuable starting-point for further investigation of bug-eyed monsters and their relatives.

Robin Buss

Dante's Inferno. Translated and illustrated by Tom Phillips.
Thames and Hudson £25.00. 0 500 07362 4

Tom Phillips is one of the magicians of our time. He is an important artist, and he is writer-cum-translator-cum-composer-cum-film-maker-cum-publisher. His new undertaking, a translation of Dante's *Inferno* accompanied by 138 prints, seven years in the making, is his finest.

"The *Inferno*", writes Phillips in a memorable turn of phrase, "is Europe's harsh masterpiece of eschatology," and he complains that earlier [illegible] this matter were only spectacles writhing about in the gloom . . . instead of the human soul in crisis as it faces the world in all its painful perplexity".

Cue for lithographs that, as often as not embodying words ("a parallel text") in the manner Phillips has already established in *A Humument*, bristle with colour and wit and intellectual energy. So, for instance, the first text illustration, a dense mass of viridians and siennas and greys, is a play on the famous phrase in the poem's third line, *una Selva Oscura* (a dark wood). "I have made a linguistic thicket by superimposing letters of different height so that this phrase crosses and cancels itself over and over again."

Alongside these illustrations so packed with reference (often well-served by Phillips' endnotes), is a quite [illegible] translation in [illegible] to [illegible] original. It is the right [illegible] reader who, as he opens this book, begins a challenging and momentous journey.

Kevin Crossley-Holland

War amidst aliens

Brian Morton on Keith Douglas

Keith Douglas: A Prose Miscellany. Compiled and introduced by Desmond Graham.
Carcanet £8.95. 085635 526 7

It is now a long-standing cliché – no less absurd for being repeated so often – that the Second World War threw up fewer poets of quality than the First. It's no less a cliché to pick out Keith Douglas as the best of a thin bunch. Along with Alun Lewis, Douglas met perfectly the mythic requirements of doomed youth, wasted promise. He died in Normandy (his second theatre of war) in 1944 at the age of 24.

There *was* less "war poetry" between '39 and '45, but there were more good poets and there were better than Douglas. What had happened was that war had become so immediate a part of both literary and general consciousness that it was no longer a "subject". Douglas's was a precocious, rather self-conscious talent. It's slightly disturbing to read in the letters collected here from J C Hall and Edmund Blunden (Douglas's sponsor at Merton, Oxford) that doubts were already creeping in about his literary staying power. It is somehow absurd to divide the career of a 24-year-old into "early" and "late" and to quibble at the "late" which, after all, represented work done under arms if not under fire.

This, as Douglas realized, was a civilian niceness from an England that had not yet felt the full brunt of war. More of a dilettantish attitude survived in 1940 than had dared show its face in 1915; Dunkirk had been grim, but not quite grim enough to make a crucible for new Owens and Sassoons.

In his essay "Poets in this war", posthumously published in the *TLS* in 1971, Douglas had seen clearly enough how the second war differed from the first: by being later, simply, and by being different. "Hell cannot be let loose twice"; the disillusioned cannot be re-illusioned in order to lose their illusions afresh. Perhaps more important, the later war was as fast-moving and mobile (and consequently more prone to censor's paranoia) as the first had been static. Douglas's best work, the prose memoir *Alamein to Zem Zem*, from which draft fragments are included in this collection, gives a marvellous sense of movement and vigour as Douglas defies orders to join the tank battles round El Alamein.

It also underlines the abiding sense of coldness about the young writer which seems deeper set than youthful bluster and cool. He did have an affair in Alexandria with Milena Guttierez Pegna (and she has spoken guardedly about it recently) but the poem to her, called "The Knife", is curiously passionless and icy, ending "if I talk to you I might be a bird / with a message, a dead man, a photograph". Douglas always seems detached from those around him, not in a snobbish or superior way but with a genuine intellectual remoteness. He describes death – or rather the dead, a different thing – with an abruptness which is nearer to sentimentality than it is to sanguine acceptance or moral outrage. His tank "crunches" over a man in the desert, but he's dead already, and a Libyan, so no fuss. Douglas had already killed a pedestrian in a motoring accident and makes a show of being "what-a-bore" offhand.

Douglas's early stories, especially those for the Oxford *Cherwell*, all combine this same anaesthetic reserve with a strange loneliness. His characters and their situations are depressing even for a very young writer; a [illegible] shot for trespass by a landlord, [illegible] angel unrecognized except by a [illegible] boy who, for his pains, is given [illegible] exceedingly potent pill"; the mad [illegible] Smart; most disturbingly, the "true" story of Van Gogh's presents of his [illegible] to the prostitute Mimi.

For Douglas, as for T E Lawrence, only war amidst an alien people seemed to invigorate; his first recorded piece begins "As a child he was a militarist . . . " and ends, not unconnectedly, with the sickness of his mother, who in the great between wars epidemic suffered a bout of encephalitis lethargica, sleepy sickness, and lived many months in a twilight state that disease brings. Something of that seems to have worked its way into Douglas's own images of numbness abound in his work: even in *Alamein to Zem Zem* there is the curious detail of unwounded men being injected with morphia.

He wrote a dozen or so thoroughly fine poems and it is slightly and chillingly reputation should have so far outstripped his actual achievement as a shadow what he actually did achieve is after all pointless to speculate on what might have been. He left his own best Donneish epitaph, one we might do well to heed:

> Remember me when I am dead
> and simplify me when I'm dead
> As the processes of earth
> strip off the colour and the skin,
> take the brown hair and blue eyes
> and leave me simpler than at birth
> when hairless I came howling in
> as the moon enters the cold sky.
> Of my skeleton perhaps,
> so stripped a learned man will say,
> "He was of such a type and intelligence", no more.

Frictional?

Guide to Contemporary English Usage. By ESC Weiner.
Sphere Reference £2.95. 0 7221 6597 8
A Guide to Good English. By Godfrey Howard.
Pelham Books £8.95 hard cover; £5.95 flexi cover. 0 7207 1641 1
Put it in Writing. By John Whale.
Dent £2.95. 0 460 02455 3
Newspeak: a Dictionary of Jargon. By Jonathon Green.
Routledge & Kegan Paul £5.95. 0 7102 0673 9

For all the current uncertainty about how English can best be taught there continues to be no shortage of volunteers to tell us how it should be written.

The Sphere book is a paperback edition of the *Oxford Guide to English Usage*, published also as the *Oxford Minigide to English Usage* and as a component in the *Oxford Guide to the English Language*. The customer thus has four opportunities of acquiring the same material. It is an unsmiling book of reference designed to be consulted on specific points, not to be dipped into at random. Mr Weiner clearly takes the view that the safe way across the quaking sands is to hold fast to the traditional "rules" of grammar, pronunciation, and meaning, and the reader who shares this view will find himself pretty well catered for.

Godfrey Howard's book, on the other hand, is written to be read or at least browsed in. The approach is lighthearted and aims to instruct through enjoyment. Though it is much less comprehensive and systematic than the Sphere book, the advice is generally sound and framed with an awareness of contemporary usage. But it is perhaps not quite the "authoritative reference book" that the publishers claim: a student of Tolkien, Onions, C S Lewis and David Cecil should not have attributed the wise thrush's careless rapture to Elizabeth Barrett Browning instead of Robert.

Of the three language guides, John Whale's book is much the most interesting. Readers who enjoyed the material as it appeared serially in *The Sunday Times Magazine* will be glad to have it in book form. Mr Whale confronts at the outset the fundamental and vexed question: to what extent can effective writing skills be taught? If his answer and stated aims are modest, teachers of English will know just how deep and treacherous are the crevasses that must be crossed to gain even the lower slopes of the mountain. The advice is excellent; but it has to be said that, to this reviewer at least, the language used and passages chosen for expository comment seem addressed to an adult awareness and a highly literate one at that, and as a result not well suited to even an intelligent sixth-former.

Jonathon Green's *Newspeak* is a curious collection of bits of contemporary language. It is not exclusively or even mainly devoted to what Orwell meant by Newspeak. Its subtitle describes it better, but as well as jargon (much of it perfectly respectable), it contains a good deal of contemporary slang. Those with a keen or professional interest in the language may feel they should have the book; but the definitions should be checked before use: *ROM* has a misprint that reverses the meaning, and *lahoi sape* and *hyperspace* (for example) are only approximately correct; and *bogey* to golfers nowadays means not any longer "par" but one stroke over par. It might be felt, too, that Mr Green's net should not have allowed items like fifth generation, Walkman, camcorder, CAP, absorbed dose, flip side, cover version, nouvelle cuisine, body scan, young fogey, reflexology, boat people, contraflow, science/business park, decriminalize, dummy head, English disease, frictional unemployment, and so on and on to slip through it.

W T McLeod

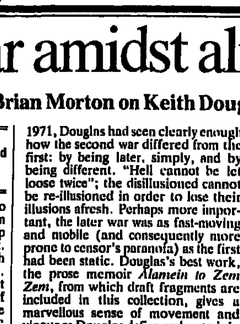
Basic books

Hilary Wilce on a growing Third World charity

Books for Development, an educational charity which sends books and other classroom materials to the Third World, recently launched itself on the public in a bid to extend its, to date small-scale, activities. The charity was set up two years ago, and since then has sent £750,000 worth of classroom basics to Ghana and Tanzania. Most of the goods were donated – the organization is proud that purchases and administration cost only 1.5 per cent of the organization's budget.

But how useful is it to send redundant books and journals to developing countries? Critics of such schemes – and there are many – say "dumping" of unwanted Western literature on the Third World is not necessarily a benevolent act. Books might be out-of-date, educationally unsuitable, and culturally inappropriate. In addition, donations of this kind can, if carried out on any significant scale, hamper the acquisition of suitable texts and materials.

Lady Gifford, BFD's energetic founder, is familiar with such criticisms, and defends her organization vigorously against such charges. BFD is not in the business of dumping second-hand books, she says. Materials are selected carefully to comply with countries' requirements, individual schools, colleges and institutions send her detailed lists of their



Lady Gifford

requirements, specifying particular titles and technical journals that they need. She then tries to match these. This, she acknowledges, is not easy. When libraries and education authorities cull their stocks, the charity has to take what it is given.

Nevertheless she has seen at first hand the chronic book starvation of Africa, and she views it as wicked waste to shred or burn, say, a set of physics texts used by just one class, or technical books through-out-date-ness because the new edition has a glossier cover. She is now sending out lists of available materials, for institutions to tick what they are interested in, and is also hoping to raise more funds in order to be able to buy new books from publishers.

Despite its name, however, only a fraction of BFD's donations is made up of books. Exercise books, pens, rulers, erasers and other basic teaching materials make up the bulk of its shipments – all desperately needed in countries where local supplies are scarce, and there is no hard currency to buy from overseas. So far Lady Gifford's personal contacts have made it possible for BFD to ship goods for free, and to ensure efficient distribution of goods on arrival.

This might change as the charity grows. Experienced observers of educational aid schemes are reserving judgement on the value of her work, apprehensive that it might over-reach itself, or end up merely duplicating the work of existing schemes. Undaunted, Lady Gifford has a host of other projects in mind, from supplying spare parts for duplicators, and radios and batteries for taped learning schemes, to shipping defunct manual typewriters from Western electronic offices to the bare administrative centres in the developing world.

Explorers Extraordinary. By John Keay.
John Murray: BBC £10.95. 0 7195 4249 9.

This aptly titled and eminently readable book covers adventures in five continents. It is noteworthy that almost all the "explorers" were nineteenth century "originals" with scientific leanings.

John "Rob Roy" McGregor was a philanthropic evangelist and showman who demonstrated his skill as an "aquatic tourist" by canoeing in Egypt, intending to be the first to navigate the Suez Canal on its opening. Thwarted, as the Canal was not completed, he canoed in Lebanon and Syria, and after an encounter with a crocodile was captured by natives on the Jordan and subsequently released.

A second unrelated ambition was that of Captain John Dundas Cochrane, whose aim it was in 1820 to make an overland journey round the world on foot, travelling East. Robbed and stripped on the way to Moscow, he none the less crossed the Urals, reached the Chinese frontier, and then married an Eskimo, an event which virtually ended his grand tour.

In 1841, after a four and a half month voyage on an emigrant ship, the botanist Dr Ludwig Leichhardt landed at Sydney to lead an expedition to the north western tip of Australia. Much [illegible] 3,000 miles, [illegible] lay through uncharted impenetrable bush, in the face of hostile natives, but he reached his objective. This determined but difficult man then vanished without trace in an attempt to cross Australia from East to West.

It is hard to imagine a more improbable explorer of the mangrove swamps and rivers of the West African coast than Mary Kingsley, a severe Victorian spinster. Yet during her expeditions in the 1890s, she too had a "highly interesting" experience with a crocodile, climbed Mount Cameroon, made a study of a cannibal tribe, and finally died from enteric fever contracted while nursing Boer prisoners of war. All of which makes the "historic impostures" of Louis de Rougemont and his far-fetched inventions an intrusion into this otherwise fascinating book.

Eric Church

Scientific originals

Witches and wonders

It is a good season for witches, whatever your age. For the youngest aficionados, Meg is back, though her little owl is the central character in **Owl at School** (Helen Nicholl and Jan Pienkowski, Picture Puffin, £1.50) but there are also **Witches Four**, splendid personages created by Marc Brown (Picture Corgi, £1.50) in rhyme and gently coloured pictures. Further up the age-range, there is Roald Dahl's scarey version of the traditional view of the witch as the embodiment of evil, but in a dainty disguise, **The Witches** (illustrated by Quentin Blake, Puffin, £1.95); Dahl's sick inventiveness has not deserted him.

For more sophisticated readers, there are benigner views. **The Witch-Child** (Imogen Chichester, illustrated by Charlotte Voakes, Puffin, £1.50) tells how little Necromancy brings her witch-parents in from the cold and enables them to lead normal lives, though without abandoning their profession – there's a *Borrowers* influence here, but also some genuine originality. **Witch Week** (Magnet, £1.50) presents another of Diana Wynne Jones' alternative universes where witches abound; here, unlike *Charmed Life*, they are hunted, and it is desperately serious when the word goes round a rather unpleasant boarding-school that some pupil is a witch; the picture of school life is vigorous, but this is a slightly disappointing work from Diana Wynne Jones; Chrestomanci is beginning to be too easy a *deus ex machina*. Her Antipodean counterpart, Margaret Mahy, succeeds triumphantly with *The Changeover* (Magnet, £1.75), a witch-story for dreaming adolescents, dazzlingly written and using the magic of old money as well as straight magic to make her wish-fulfilment perfect. This might be the book on which to wean girls who have got hooked on the *Sweet Valley High* series and its like.

Witches turn up again in **Shivers** (Jane Ferguson, Hippo, £1.25), a set of lively horror stories for fairly young readers, and romance and wish-fulfilment in a collection of unusual fairy-tales, **The Cat King's Daughter** (edited by Fiona Waters, illustrated by June Jackson, Magnet, £1.50), though the tiny type-face renders this good book almost unreadable. The short stories about life in a country comprehensive school in **Winners and Losers** (Michael A Pearson, Magnet, £1.50) have a slightly old-fashioned look to a London eye, but they are lively enough, and it's good that the range of stories about life in the public sector keeps expanding. But they hardly seem to exist in the same world as the harsh tales of adolescent misery Jan Needle has collected in **A Pitiful Place** (Magnet, £1.50); the long title story is weak, but "A Letter from Wally" brilliant. Ann Rachlin has had an original idea for a book of stories, basing them on the plots of operas and other narrative music forms, though with an occasional tale of her own; execution is not quite equal to conception, but this book might go down well in a musical family. **Sinbad and the Wizard Eagle.** (Young Corgi £1.50).

A much more distinguished "own-version" is Robert Nye's re-telling of **Beowulf** (Beaver, £1.25), in which he gives a modern but thoroughly consistent interpretation to the Anglo-Saxon idea of the hero. Nye's point that humanity is mixed, not purely good or evil, and that it is dangerous to project our own badness on to others, is one much needed in a multi-cultural society. The danger was brought home to me forcefully when **The Hillesdon Riots** (Rhodri Jones, Adlib, Andre Deutsch, £3.50) arrived coincidentally with the Tottenham troubles; this careful account of the '81 Brixton riots from the viewpoint of some Black lads is so sadly timely and serious that it is a pity that it is not still better written; in particular, the attempt to represent the South London and British Creole speech patterns does not work satisfactorily.

American writers rarely make this mistake of trying too hard to render the idiom and intonations of a particular district, as can be seen in two good books involving similar situations, the problems of the child of a publicly religious family. Betsy Byars' **The Glory Girl** (Puffin, £1.25) is the lighter in tone, with her usual deft mix of humour and pain, as the unsatisfactory daughter of a family of gospel singers tries to re-integrate her unsatisfactory uncle into the family; **I Will Call it Georgie's Blues** (Suzanne Newton, Hippo, £1.95) is for rather older readers, dense and intense, and with the pain much to the fore; the account of the onset of psychosis in a child is chilling. Besides books like these, John Rowe Townsend's romance, **Cloudy/Bright** (Puffin Plus, £1.75) seems, unusually for him, rather trivial, a long short story padded out by telling the same events from the viewpoint of the improbably self-deluded Northern hero and the improbably aware Southern heroine.

CHILDREN'S LITERATURE

Wish-fulfilment there, too, and again, literally, for younger readers, in **The Queen's Nose** (illustrated by Jill Bennett, Puffin, £1.50), a new venture for Dick King-Smith in that its central character is not animal but human, a little girl given a 50p piece which can grant wishes; as always, there is a nice blend of fun and warmth. **From the Top** (Bill Oddie and Laura Beaumont, Magnet, £1.50), on the other hand, goes all out for fun and knocks the stuffing out of wish-fulfilment in its ruthless mockery of all *Fame*-like television series; it is the kind of knockabout farce bright ten-year-olds love. So is **Get Lavinia Goodbody** (Roger Collinson, illustrated by John Shelley, Hippo, £1.25) whose eponymous heroine is not only apparently the perfect girl, in the eyes of adults, but also tough, resourceful and a Judo expert.

And what is there to scatter around the Christmas tree this year, apart from the Puffin Choice edition of **A Christmas Carol** (Charles Dickens, introduced by Leon Garfield, illustrated by Michael Foreman, £1.95)? There is a sparkling collection of new picture books and story books; the gem is Colin and Jacqui Hawkins' **Old Mother Hubbard** (Magnet, £3.50), with lift-up flap pictures, but there are also the enchanting tale of loss and finding, **The Wild Baby** (Barbro Lindgren, translated by Jack Prelutsky, illustrated by Eva Eriksen, Hippo, £1.50), the delicately drawn **Morning, Rabbit, Morning** (Mary Caldwell and Ann Schweninger, Magnet, £1.50) full of valuable repetition for the only-just-beginning reader, David McKee's absurdist fantasy, **The Hill and the Rock** (Beaver, £1.95), the jolly Gran books (Gran Camping etc Michael and Joanne Cole, Blackie, 95p), Franz Brandenburg's celebration of imagination, **Aunt Nina and her Nephews and Nieces** (illustrated by Aliki, Piccolo, £1.50), Sumiko's reassuring softly-coloured daily-life books (**My School**, etc, Picture Corgi, £1.50) and Emilie Boon's bright Peterkin stories (**Peterkin Meets a Star**, etc, Picture Corgi, £1.50). There is yet another Teddy, an enterprising American bear, in **Easter TR** (Terrance Dicks, illustrated by Susan Hellard, Young Corgi, £1.25) and there is a whole stack of Bill Peet's Dr Seuss-like stories in verse (**The Pinkish, Purplish, Bluish Egg**, etc, Andre Deutsch, £2.95). And a Christmassy charmer, **Tilly's Rescue** (Faith Jaques, Piccolo, £1.50), a good tale of heroism and friendship between one more Teddy and a dutch doll.

Then there are the books for readers who don't much care for fiction. **Our New Baby** (Grethe Fagerstrom and Gunilla Hanson, Macdonald Educational, £3.95) is a bold attempt to explain about sex and childbirth in a strip cartoon format, intended to be read by quite young children with the right adult. Adult permission is to be sought before starting on some of the enterprises in Roland Harvey's **Second Ever Book of Things to Make and Do** (Roland Harvey and Bob Graham, Blandford Press, £1.99), a book full of splendidly unexpected ideas; this and **Copyparty** (Sally Kilroy, Picture Puffin, £1.75) a book of things to make for parties, should lead to a quiet Christmas, though one with a good deal of paint, paste and flour about. For adolescents full of feelings they can't use, **The Judy Blume Diary** (Piccolo, £2.65) may be a useful outlet; for children feeling the pressure of their knowledge and wits, **The Puffin Trivia Quiz Game Book** (Maureen and Alan Hiron and David Elias, £1.75) and **Beat the Teacher** (Clive Doig, illustrated by Malcolm Bird, BBC/Knight, £1.25) will do the same. But what will get the whole family deeply engaged in observation and reasoning this Christmas is Puffin's newest idea, the Fantasy Questbook. Based partly on the idea of *Masquerade* (with prizes offered), and partly on the gamebook principle, these quite astoundingly illustrated puzzles (**The Path of Peril**, etc, by David Fickling and Perry Hinton, illustrated by Rachel Birkett, £2.95) are the best provision for many years for long winter evenings with the telly on the blink.

Audrey Laski

Form and function

Space on Earth. By Charles Knevitt.
Thames Methuen £8.95. 0 423 01440 4
Behind the Facade. By Stephen Games.
Ariel Books BBC £4.95. 0 563 20399 4

A sure sign that architecture is back in fashion is that royalty is showing an interest in the subject and that the media are devoting air time and ink to discuss it. Now Channel Four and the BBC have published a book each, one related to a television series made by Anglia and the other to Radio 3 lectures. Both are presumably intended to reach the great British (and American) public, to introduce the uninitiated to the secrets of the architect and more generally to demistify and popularize the subject. The two authors approach the task very differently but unfortunately neither succeeds too well.

The format of Charles Knevitt's book is a major irritant: it is profusely and beautifully illustrated – not surprising for a TV related book – but on almost every page there are two columns, one with the main text, the other narrower, including the captions of the photographs in bold letters and innumerable quotations in italics. Some of these are old and hackneyed ("Form follows function", Louis Sullivan), others hot from the Prince of Wales' mouth (*Ca.* 1985). No one wants to read these two texts in parallel, it doesn't add to the clarity of the argument and only indicates that a busy research department collected a large number of bon and not so bon mots.

Having overcome the problem of presentation, the reader may find a number of good ideas, particularly in the first chapter which deals with the creation of attractive public spaces, a major current concern. However, it is soon apparent that Mr Knevitt presents a string of received ideas, rarely probing, explaining or even linking events. The book does not present a coherent argument about the built environment and there is no clear relation between the issues discussed. The second chapter in particular which tells the story of the commercial skyscraper seems out of place. Fashionable issues, such as the failure of the large local authority housing estate and conservation, are covered superficially: the reader is bombarded with information, quotations and clichés and it is not always easy to distinguish facts from opinions. "For those in the private sector, speculative builders have been able to supply hundreds of thousands of new homes each year . . . Owner occupiers . . . have control over decisions on repair and maintenance, privacy and when to sell up and move on". Are these facts? At its peak, the private sector produced 200,000 dwellings in the whole of the UK; that was in 1972.

Another chapter covers most of the architectural fads of the last 30 years, devoting quite a few pages to community architecture. The concept is unfortunately not clarified and the inclusion of Jim Monahan as one of the pioneers of the movement raises doubts about the seriousness of the research. Finally the book includes a number of profiles of practising architects, a kind of selection of the who's who in architecture, of very minor interest.

Stephen Games starts with a challenging handicap: how to discuss architecture on the radio, without visual aids? The choice of words to describe buildings is paramount and in his first essay on the current "revivals", he succeeds in illustrating the argument between modernists and post-modernists. However most of the other chapters concentrate on one architect and deal more with characters than with their work. Mackintosh, Philip Johnson, Lutyens, Graves, Gropius, are reduced to mere mortals with imperfect personalities but we learn little about their architecture. The last essay on concert halls and their acoustics seems totally out of place and increases the feeling that the book is just a collection of essays, not a coherent argument on the present state of architecture at all.

S Loew

Jewish life in England

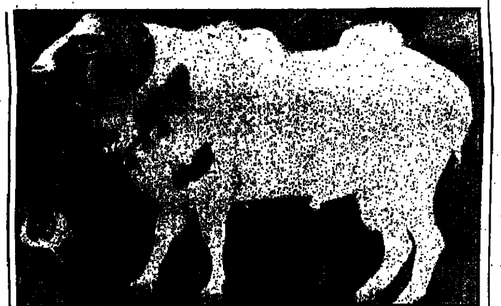
Anglo-Jewry in Evidence. By Jonathan A Romain.
Michael Goulston Educational Foundation £7.95 (quantity at £5.95) 0 907372 04

Jews have been part of the British scene for centuries and this book attempts to trace their history in this country through original sources and illustrations. Written by a Reform rabbi with contributions by two Jewish teachers, it will be a useful tool in the hands of Humanities teachers, especially those teaching in the sixth form. It will also prove a good background book for those engaged in multicultural teaching. We learn much about the rich if troubled period from 1066 to the expulsion in 1290, then on from the return under Cromwell to the present day.

Much is made of the importance of the illustrative material, and rightly so, but perhaps a different printer should be engaged for any second edition. A number of the sixty-five illustrations are very poorly reproduced, although this is not the case in other books where the same pictures are used. Such illustrations do not always enhance the text.

Another serious shortcoming is that the book, with the exception of the pre-expulsion period, totally ignores Jewish life outside of London. There is no mention of the vibrant communities in Manchester, Leeds or Birmingham, or of settlement in Scotland and Wales, or of the important early communities of Plymouth and Portsmouth. Even the Bibliography fails to include the useful histories of Jews in Birmingham, Edinburgh, Sheffield, and the North-East. Nevertheless, this book is a welcome contribution and will help the teacher and serious student to understand something of Jewish life and experience in England over the centuries.

Rabbi Douglas S Charing



This portrait of a champion ram attributed to Baswan, a painter of the Mughal period, is one of the magnificent full-colour illustrations in *India: Art and Culture 1300–1900* by Stuart Cary Welch (Deutsch £50.00), a lavish volume, scholarly but visually seductive, worth taking out a mortgage for if necessary.

What is yours

National Welfare Benefits Handbook. By Janet Allbeson and John Dowgias.
Child Poverty Action Group £3.00. 0 903963 68 X
Rights Guide to Non-Means-Tested Social Security Benefits. By Roger Smith.
Child Poverty Action Group £3.00. 0 903963 69 8
Government Grants: A Guide for Voluntary Organizations. By the National Council for Voluntary Organizations.
Bedford Square Press £3.50. 0 7199 1106 0
Voluntary Organizations and the Media. By Maggie Jones.
Bedford Square Press £3.50. 0 7199 1120 6

Londoners will be familiar with poster's advertising the GLC's "Claim What's Your's" campaign: contacting County Hall brings a free wallet of information for would-be claimants of all the major welfare and social service benefits. Admirably produced, it is, however, intended for the layman.

Specialists – welfare rights workers, citizens' advice bureaux, neighbourhood and community centres – will need the definitive guides produced by the Child Poverty Action Group. The *National Welfare Benefits Handbook* and a companion *Rights Guide to Non-Means-Tested Social Security Benefits* have been endorsed by a Director of Social Services, by trades unions and by individual claimants who have read the book's small print and successfully prised such things as a weekly 75p laundry allowance out of the DHSS. Covering the whole range of health, supplementary, housing, unemployment and education benefits as well as Family Income Supplement, pensions and the workings of the National Insurance system, the two books are comprehensive, well-organized and clearly written; models of their kind.

Equally useful for charities and voluntary organizations are a couple of booklets produced by the National Council for Voluntary Organizations. *Government Grants* guides them through the red tape associated with applying for cash from central and local government, and even from the BBC. *Voluntary Organizations and the Media* is a practical manual covering everything from writing a press release to the best way of dealing with hostile television interviewers. Both contain lists of useful addresses.

Hugh David

ARTS

Black Americana, by Richard A Long (Admiral Books £10.95) surveys the social, cultural and political fortunes and achievements of blacks through three centuries, with the aid of arresting and often unfamiliar pictures. Above, Jelly Roll Morton at the keyboard.

Honky tonk people

Gerald Haigh on BBC2's Jazz Week

"Woke up this morning
Put on my roll neck sweater, had a ride on a steam train, drank some
Real Ale and listened to my Art Tatum records.

Yeah, woke up this morning . . . . "

Jazz it seems to me is lumbered with more than its fair share of people who are *keen* on it as if it were a simple activity like stamp collecting or sailing model yachts. A man who is keen on something wears it on the outside of his person like a big red carbuncle. Art forms deserve – indeed are intended – to be assimilated at a subtler level so that they influence areas of consciousness and attitude without being too obvious to the casual observer. Thus the real appreciation of jazz lies not so much in the swapping of shellac records as in recognizing and understanding that its idioms, far from being a matter for simple nostalgia, permeate the whole of modern commercial music.

The problem with BBC2'S Jazz Week for me was simply that it fell into the hands of keen people. A significant indicator of this was Wednesday's "Lowest of the Low" a programme about the bass saxaphone which made much play of a group of elderly nostalgics gathered in a pub. Some rare film of Adrian Rollini helped to justify it all, but if it is true as many believe that there are miles of good recent jazz film queuing up for air time, then the space given to this could have been better used.

The tone for the week was set by the way it was introduced. On Saturday evening Russell Davies in a sweater with a keyboard knitted across the chest sat talking with studied and painful informality to Peter Clayton about the week to come. Before them were pints of beer and in the background an unattended drum kit. Many viewers must like me have screamed aloud in agonized embarrassment.

The individual items of the week were enjoyable enough and some were rarities to be cherished. Jack Gold's 1961 film of Bruce Turner's band was intriguing and it was good to see again Arena's portrait of Billie Holiday. A few which looked good in Radio Times were disappointing on the screen. "Count Basie at Carnegie Hall" for example fell flat. We had seen the band in much earlier times on Tuesday in Arena's "The Apollo Story" and by comparison the 1978 version seemed lacklustre. And Tony Bennett was just plain awful. I have always thought that if Clara Bow was the "It" Girl of the Twenties, then Bennett was surely the "Ugh" Man of the Seventies. Neither am I sure why this programme included George Benson unless it was because he seems to possess the most ostentatious guitar strap in the business – apparently made out of one of Henry Cooper's old Lonsdale belts.

The 1964 "Jazz 625" still of Erroll Garner was one of the highlights of the week for me. I have heard Garner but never before seen him and his own transparent enjoyment enhanced my own. He sat close to his keyboard and worked on it, arms akimbo and head bobbing, for all the world like an eager seven year old tidying up the nature table.

Then there were the items which I fought against but ended up liking. The obvious one being "The Street" which consisted of a roomful of elderly jazzmen watching home movie footage of themselves out and about in Archer Street, Soho in the Forties and Fifties. The life of the band musician of that time produced at least as many blackly funny stories as did World War Two and we heard a good few of them told by masters like Ronnie Scott. "Lennie would phone you up and all you would hear at the other end was coughing. You'd say listen Lennie phone me back when you feel better".

In the end though the lengths of flickering black and white film, the possession of grizzled and reminiscing survivors and the unutterable keenness of Russell Davies added up to a wearying totality which blunted the excitement of the individual programmes. It all seemed like an attempt to convince us that jazz is like cars with starting handles: something good that happened a long time ago.

There really was an alarming lack of anything that could even loosely be called contemporary. "One Night with Blue Note" was something of an exception. It was filmed this year and paid tribute to the seminal nature of the Blue Note record label. The highlight of this item for me was the guitar playing of Stanley Jordan who has developed an entirely new technique. I watched it closely and I still do not believe it. The sooner I see him again the better.

Dick Hyman in his illustrated lecture "The Honky Tonk Professor" gave us a history of jazz piano which touched at the end on free contemporary work but the names he mentioned remained unmarked by actual appearance anywhere in the week.

So much could have been done. Alison Moyet was briefly mentioned by Davies at the beginning – why could we not have seen her working and being interviewed? There is a 21-piece British jazz group called Loose Tubes having phenomenal success at the moment. Might we not have had some inkling of it? What about the educational work of Mike Garrick? Or the bridges being built between rock and jazz by folk like guitarist Deirdre Cartwright? Between them these artists command an entirely new large and predominantly young audience and the absence from Jazz Week of any real recognition of them is worrying in so far as it is any kind of indication of the BBC's attitude to jazz. In the middle of the BBC's Jazz Week Channel 4's "Individual Voices" showed a concert by the modern, individual and always interesting Carla Bley band. It is almost too facile to say this was the best programme of the week but it certainly came very close.

Kristmas kitsch

Finding a suitable show or film for the family over Christmas is a problem: satisfying different age groups with something that will not be too frightening or too boring or too noisy. Usually, as long as it moves (and moves fast) the children will love it; the difficulty, of course, is trying to please the grown-ups who may have to accompany them.

Local cinemas this year have two main offerings: *Santa Claus – the Movie* (U) and *Back to the Future* (PG). Parents are advised to enrol a visiting aunt to take the little ones to the former and exercise their parental guidance in favour of *Back to the Future*. *Santa Claus* is not quite as tedious as you come to expect after the first half hour, which is pure Krismas kitsch, but even when the plot begins to unravel, there is not much for anyone of mature years (say, seven and up) to enjoy. There is an elf factory, making wooden toys, a sleigh with reindeer zooming around Manhattan and a wicked capitalist toymaker. Interesting that Christmas myth, from Dickens onwards, is so hard on the free enterprise system which flourishes at this time of year.

Steven Spielberg's time-travel fantasy is much more fun for everybody. Briefly, the story is that Marty is projected back to 1955 by a mad professor in a De Lorean. Not only is Marty stranded in time, he also inadvertently prevents his parents from meeting, with dire consequences for his own future existence. His efforts to bring them together occupy most of the film.

Spielberg evokes Fifties America, crudely as to attitudes, precisely when it comes to the paraphernalia of small-town life. There are several ironies in Marty's situation and a nice twist in the tail. So get your teenagers to take you along: you can always pretend that what you really wanted to see was that Peter Greenaway thing..

If you are too lazy even to make the local ABC, I hope you watched Tony Bicat's marvellous *Christmas Present* on Channel Four (December 19) – a real family film. And, if you live in London, the National Film Theatre is showing cartoons and, on December 29, the Russian film *A Tale of Wanderings* which will enchant anyone old enough to read subtitles.

Robin Buss

Urban pathos

Those whose appetite for urban pathos and squalor is either unslaked or in need of a historical corrective may like to catch a poignant little show tonight and tomorrow at the Young Vic: *Pox Pop Victoria*, by Michael Bath, in which Mayhew's classic is made flesh.

Others merely interested in reading the book may like to know that this is now published in a new edition within reach of anyone with £4.95 to burn: *Henry Mayhew: London Labour and the London Poor*, selected and edited by Victor Neuburg (Penguin), offers the guts of this important piece of mid-Victorian journalism. It is prefaced by an introduction which points up its relationship to Dickens's fiction – at city in *Little Dorrit* and *Our Mutual Friend* – and underlines its distant adumbration of the work of Sheila Terkel.

On the other hand, *Selected Letters of Charles Dickens*, (Macmillan £8.95) answers a considerable need on the fictional side. Edited and arranged by David Paroissien, this compilation is based on the huge and expensive Nonesuch edition of 1938, and offers the most important letters in three sections dealing with family matters, social concerns, and with the business of fiction. "Huddled together, on a bench about the room, and shown out by some flaring candles stuck against the walls, were a crowd of boys, varying from mere infants to young men; sellers of fruit, herbs, lucifer matches, flints; sleepers under the dry arches of bridges; young thieves and beggars . . . Yes, it might usually will have been a show. MC

Preview

A hard game to play

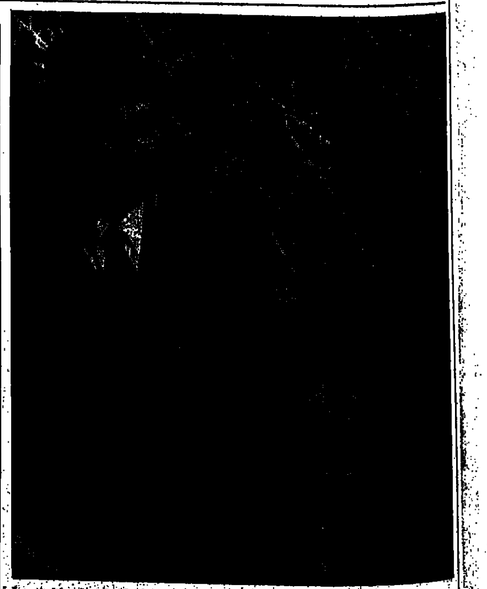
Shadowlands BBC1 9pm Sunday 22 December.

All his life, C S Lewis, author of *The Lion, the Witch and the Wardrobe* and creator of the magical world of Narnia, had been seeking "the unfound door, the undiscovered country". It was not until he was in his fifties that a door opened which had been tightly locked since his mother's unexpected death when he was a child of ten. When he met and finally fell in love with a Jewish American divorcee, Joy Gresham, a poet, writer and a Christian convert who had been greatly influenced by Lewis's religious writings, he found that his life up to then had been but a land of shadows.

Yet it was not until Joy was on her death bed with a fatal bone cancer that Lewis acknowledged his love for her. This play shows the change that came over him when he was no longer, in the words of a fellow academic, "the non-playing spectator in the cricket game of life". He is seen marching triumphantly down the hospital corridors to remove Joy, whose illness had suddenly abated, and take her home as his wife. He had married her earlier but only as a legal formality in order that she could acquire British citizenship; in hospital they were married "before God". In the short remission, before Joy's illness entered its last stage, Lewis experienced all the pleasures of married life.

William Nicholson's script brings out the dramatic irony which seems to be very like every twist and turn of this story: Lewis not only had to experience the intensity of love followed by the pain of bereavement for the second time in his life; he also had to witness Joy Gresham's two sons by her previous marriage enduring the same feelings of grief, loss, anger and bewilderment that he and his brother Warnie had been through at exactly the same age. We see Lewis, the Christian writer who inspired so many others, struggling to come to terms with God (who appeared to him, in moments of despair, as an almighty vivisectionist). Remarkable performances by Joss Ackland as Lewis and Claire Bloom as Joy bring out every nuance of feeling in this poignant drama, directed with powerful visual impact by Norman Stone.

Betka Zamoyska



Joss Ackland and Claire Bloom

ARTS

Indulgence

Reverberations
The Magazine of the Verbal Arts Association

"Are we doing work, today, Miss, or are we writing poetry?" The little girl who asked the question was patently aware what a tricky business creative writing is. For many English teachers the term continues to conjure daunting images of freedom to indulge, unchecked and (worse) unassessed. This new twice yearly magazine argues that the value of teaching verbal arts is more than just therapy for the younger ones – it proposes that creative skills are necessary for a true understanding of the process of literature and crucial for equipping people of all ages with the capacity to communicate effectively and interestingly.

Reverberations supports the argument with plenty of excellent examples as well as giving teachers ideas about how to harness their pupils' creative power. The examples vary from the celebrated (a specially commissioned Ted Hughes poem proudly emblazons the front cover) to the simple (a short piece about creative writing with infants, with some fine but necessarily brief examples). There's also a usefully down to earth piece about creativity and sixth formers, again illustrated with examples. In complete contrast, there's an article by a publications manager in Engineering about the need for readable technical writing.

The magazine provides a spacious showcase for both teachers' and pupils' writing as well as a gratifyingly down to earth forum for discussion of new methods. It also allows carte blanche freedom to photocopy – except for the Ted Hughes contribution. Write on!

Nick Baker

Contributions or queries to: Reverberations, the Verbal Arts Association, c/o Anne Clwyenner, The English Dept., Sheffield City Polytechnic, 32 Collegiate Crescent, Sheffield S10 2BP. Subscription at £3 per year.

The Taming of the Shrew and Happy End.
Royal Shakespeare Company at the Flowers Warehouse, Stratford.

Rogues and vagabonds is somehow not a phrase which springs to the lips very readily when describing the ladies and gentlemen of today's Royal Shakespeare Theatre. But since 1983 they have, in fact, been regularly involved in small-scale touring and this year's company has just returned to base. After 14 weeks on the road, from Castleford to Crawley and from Workington to the Isle of Wight, they are installed in the Whitbread Flowers Warehouse on the northern outskirts of Stratford for a brief valedictory run.

The two shows, Shakespeare's *The Taming of the Shrew* and Brecht and Weill's musical *Happy End*, seem at first sight to have nothing in common beyond their rude comic vigour. The director, Di Trevis, responds to that quality but also wishes to suggest some deeper shared significances. One of these is an interest in theatrical illusion. The self-conscious artifice of Happy End's happy end is stressed, both by the style of playing and by the insertion of an opening scene which turns out to be a "rehearsal". In *The Taming of the Shrew* a similar emphasis is placed on the Christopher Sly Induction. Sly is kept on stage throughout, his interruption of the action at 5.1.101 is inserted from the 1594 *The Taming of a Shrew*, and a number of other interventions have been written specially for this production. As a consequence, we are never allowed to forget that Petruchio's taming of Katherina is merely a play within a play.

This bears upon the second of Di Trevis's themes, which is the role and status of women. In *Happy End* we have a fiercely evangelical heroine, a sinister female gangster (memorably doubled with Katherina by Sian Thomas), and a programme note which attributes a more considerable role in the composition of the play than has ever previously been suggested to Brecht's collaborator Elisabeth Hauptmann. In *The Taming of the Shrew* we have, well, the taming of the shrew and the subtle re-interpretation which Shakespeare's sexiest but also most uncomfortable play inevitably demands in a thoughtful modern production.

This particular thoughtful modern production chooses to disguise itself as Rogues and vagabonds. Designer Stephen Brimson Lewis has provided a set which is a cross between a circus ring and a fairground boxing booth, complete with a trapeze for the Induction and a boxing ring for the Petruchio/Katherina encounters. Costumes are a mixture of Elizabethan and Edwardian, with a dash of Max Wall thrown in for good measure.

This is all very jolly and the cast throw themselves into the fun with gusto. Alfred Molina's Petruchio is a delightful study in the gradual softening of a boisterous bully into a tender lover. Wolfe Morris's Baptista is a splendidly pompous old fool, and Sian Thomas's Katherina is a fiery, spirited woman who is allowed to keep her spirit intact. Her final speech is delivered with a wry irony which suggests that she has learned how to play the game of marriage rather than that she has been tamed by it.

Unfortunately, the production's attempts to find a parallel between the world of the play and the world of the audience are less successful. The Induction is set in a boxing booth, with Sly and the Lord as spectators at the fight between Petruchio and Katherina. Petruchio's wooing of Katherina is presented as a boxing match, complete with a ringside bell and a referee who counts Petruchio out when he is knocked down by Katherina's blows. Petruchio's taming of Katherina is presented as a circus act, with Petruchio as ringmaster and Katherina as performing animal. Both these devices are clumsy and unnecessary. The play is quite capable of making its own points without the need for such crude underlining.

Happy End is a much more successful production

Illustrations from 'The Iron Man', 'Meg at Sea', 'Dirty Beasts' and 'When the Wind Blows'

Sounds fantastic

Rachel Redford on recordings of tales for toddlers to teenagers

Where would you find a metallic giant, a wolf and a body snatcher? The answer is on recently released audio cassettes. What follows is a selection of the best for toddlers to teenagers at home and at school.

For the very young, a delightful new title is *Oranges and Lemons* (Oxford, £3.50), 24 games like "Looby-Loo" and "The Wheels on the Bus" sung with infectious vitality and terrific musical backing. It is well worth buying the hardback of the same title (Oxford University Press, £5.95) to complement the cassette. Beautifully illustrated by Ian Beck, it will bring pleasure for many years.

Books with tapes make good sense for pre-readers. Following the pictures, turning pages and joining in the songs and actions all prepare the way for reading. The book and cassette packages *Action Songs and Rhymes*; *Number Songs and Rhymes*, *Colour Songs and Rhymes* and *Dancing Songs and Rhymes* (Macdonald, £2.99 each) are full of fun activities designed to develop language and self-expression. They would be particularly good for playgroups.

Meg and Mog storybooks with their distinctive Jan Pienkowski illustrations are extremely popular. Four of Helen Nicoll's unabridged stories are read by Maureen Lipman on *Meg and Mog and Meg's Eggs* and *Meg at Sea and Meg on the Moon* (Cover to Cover, £2.60 each; books available separately in Puffin). They have brilliantly creative sound effects: the stegosaurus crunching and gulping through 100 cabbages, or the stereophonic bubbling of Meg's cauldron, for example.

Clever Polly and the Stupid Wolf (Cover to Cover, £3.99; book available separately in Puffin) is over one-and-a-half hours of Catherine Storr's unabridged text narrated with zestful ingenuity by Derek Griffiths. He captures the bluff bravado of the stupid wolf and Polly's self-possessed nonchalance.

The Puddle Lane Reading Programme (Pickwick, £1.99 each) is a new look Ladybird hardback packaged with a cassette. It represents an approach to learning to read at home and at school. On one side of the page and tape is the full version of the story. On the facing page, beneath an attractive illustration, is a short sentence in bold lower case print for the child to read. This is read out slowly on the other side of the tape. *Tim Catchmouse*, *The Magic Box* and *The Vanishing Monster* are currently available in Stage 1. Further titles in Stages 1 and 2 are scheduled for February.

Macdonald's Starters books are a popular series which has been updated and packaged with a cassette, making a useful contribution for projects for six- to nine-year-olds at home and school. *France*, *Holland*, *Italy*, *Sweden* and *Switzerland* are the titles so far. An surprising amount of information, including a map and facts page, is packed into the book's 32 pages. The tapes add an extra dimension with the national anthems and traditional stories (Macdonald, £2.99 each).

The mysterious metal monster in Ted Hughes' *The Iron Man* (Argo, double cassette £6.95) has fallen from the cliff. Bernard Cribbins relates how his metal fragments are reassembled against the background of mewing gulls. Throughout this fantastical story, hints of poetry in the language invest it with qualities of fable. It would make good inspiration for creative writing for 8 to 11-year-olds, as would *The Voyages of Sinbad 1–3* and *The Voyages of Sinbad 4–6* (Listen, £3.50 each). Vigorously narrated by Terry Jones, they are crammed with action. Sinbad's ship is pursued by a horde of orange-haired dwarves and he escapes from the one-eyed, elephant-eared giant who roasts the plumpest of his crew on a spit.

Listen Productions also have an impressive range of traditional tales and Kipling stories with fine narrators. Terry Jones's own *Fairy Tales* (Argo, double cassette £6.95), read by Una Stubbs, Brian Glover and David King, are 30 unabridged stories with humour, originality and an enduring quality of fairy-tale magic and well-hidden morals. There's the terrible people-gobbling beast with 1,000 teeth, the baby whose eyes filled the world with light, the selfish corn dolly who hogged the fire and was destroyed by a spark. The book with Michael Foreman's striking illustrations is a fine companion (Available separately: Michael Joseph £5.95; paperback £4.95, Puffin).

The new Scottish company Whigmaleerie is to be welcomed with its traditional and modern Scottish material with Scottish narrators enhanced by atmospheric music. The inspiring range includes *The Story of Burke and Hare* and *Ghosts, Witches and Legends of Scotland* (Whigmaleerie, £2.99 each).

Two impressive book-and-cassette series could enliven Bible study at home and school. Both Macdonald and Palm Tree products are soundly researched and the texts are simple yet arresting. The illustrations by Leon Baxter in *Daniel in the Lion's Den*, *David and Goliath*, *Noah and the Ark* and *Jonah and the Great Fish* (Macdonald, £2.99 each) are outstanding. Palm Tree's paperbacks are also animated and attractive, and their 10 Old and New Testament titles include *Jonah and the Big Fish* and *The Lost Sheep* (Palm Tree, £1.99 each).

Cassettes which present poetry as fun are Roald Dahl's *Dirty Beasts* and *Revolting Rhymes* (Tempo, £1.99 each), read by Prunella Scales and Timothy West. *Revolting Rhymes*, re-writes of six classics, include Red Riding Hood with a pistol in her knickers and a prince who hacks off the ugly sisters' heads. *Dirty Beasts* includes an aunt-eating ant-eater and a Tummy Beast which lives inside a guzzling brat.

Roger McGough Special (Radio Shop, £5.50) has three 20-minute programmes suitable for different age groups. As well as reading his own poems, McGough talks about his inspiration for writing, his childhood and his craft.

The popularity of Adrian Mole has reached cult proportions. *The Secret Diary of Adrian Mole Aged 13¾* has been available on cassette for some time (Talking Tape Company in two parts, £3.99 each). Now there's *The Growing Pains of Adrian Mole* (Listen for Pleasure, double cassette £5.25), read by the Stage Mole, Simon Schatzberger. Mrs Mole's affair with "creep Lucas" is over, Mr Mole is living with flat-chested Doreen, O Levels loom and, to cap it all, Adrian's "terrible parents" present him with a baby sister and step brother.

Barry Hines's *Kes*, the moving story of an under-privileged boy's consuming passion for his kestrel, is a popular class book for fourth and fifth years. The author's own dramatization is an excellent authentic re-creation (Radio Shop, £5.50). It's a 60-minute tape from the BBC's Radio Shop catalogue which is packed with an exciting range of tapes and visual aids. The general public can order from it as well as schools.

Dickens selected the most dramatic and moving parts of his novels for his public readings. Roy Dotrice's readings of *David Copperfield* and *A Christmas Carol* (Conifer, double cassettes £7.25) are based on them. He captures precisely the rich tones of the narrative, making Dickens accessible and engrossing. Likewise, Sir John Gielgud's reading of *A Tale of Two Cities* (Argo, double cassette £6.95) which is subtly abridged.

From Sussex Tapes' comprehensive catalogue is *One Man's War* (Sussex Tapes, £10.35 incl p&p), memories spoken by 87-year-old Bernard Martin who served straight from school in the Great War. The interview could bring home to today's fifth and sixth forms the realities of what is described as "the greatest moral, spiritual and physical catastrophe in the entire history of the English people". It would also be useful as enlightening background to *Journey's End* or war poetry on O Level English syllabuses.

A thoughtful complementary anthology of Great War poetry, spoken superbly by Martin Jarvis and Robert Hardy, is *Take My Youth* (Talking Tape Co, £5.99). Sassoon and Owen are well represented and also included are Vera Brittain and Thomas Hardy. *War and Peace in Twentieth Century Poetry* (Radio Shop, double cassette £11) presents four programmes of poetry interspersed with contemporary songs, broadcasts and speeches re-creating the "pity was distilled" and the fragility of peace from the trenches to Hiroshima and Saigon.

When the Wind Blows (BBC, £5.25), one of the BBC's six Plays on Tape, is based on Raymond Briggs's cartoon book. It could be a basis for valuable discussion. An ordinary couple, played by Brenda Bruce and Peter Sallis, follow the Government's conflicting and useless instructions and survive the holocaust in their shelter. Slowly, the chilling horror of reality dawns. Horrifying and compassionate.

Two titles for a younger's Christmas: Rumer Godden's *The Greengage Summer* (Chivers Audio Books, six cassettes £21.95+VAT) is a superb evocation in an unabridged reading by Nicola Pagett of a summer spent by a family of English children in a French hotel while their mother is in hospital. Mr Elliot is supposed to be looking after them. He is infinitely charming and the eldest sister is a pretty and vulnerable adolescent . . . But there's a sinister side to Mr Elliot.

Daphne du Maurier's unabridged *Frenchman's Creek* is eight-and-a-half hours of totally enthralling listening, a tour de force of narration by John Castle (Cover to Cover, six cassettes £24.99).

Availability:
Cover to Cover Cassettes Ltd, Freepost, Dene House, Lockeridge, Marlborough, Wiltshire SN8 4BQ.
BBC Radio Shop Catalogue from: BBC Radio Shop, School Radio Information Office, 1 Portland Place, London W1A 1AA.
Whigmaleerie, 7 Main Street, Balerno, Edinburgh EH14 7BA (+30p p&p)
Sussex Tapes, Townsend, Poulshot, Devizes, Wiltshire SN10 1SD
Chivers Audio Books, 93–100 Lockbrook Road, Bath BA1 3HB
Cassettes are available from good book, toy and record shops. In case of difficulty, contact Hayward Promotions, 36 Wendell Road, London W12.

Rachel Redford's Hear to Read, a guide to 100 children's audio cassettes, will be published in March. Details from: Chris Lee, Children's Books Officer, The National Book League, Book House, 45 East Hill, London SW18 2QZ.

Play mates

Mary Jane Drummond on 'Play in the Infant Years'

Play in the Infant Years
Domestic Play, Making and Playing, Natural Materials, Organization
VHS or Betamax, £40 excl VAT
Lincolnshire Educational Television, Bishop Grosseteste College, Lincoln LN1 3DY.

A friend of mine, a primary teacher, has set herself the task of "putting play on the map in the primary school – by the end of the nineties". This is an exciting mission (though I sometimes urge her to bring the deadline forward a fraction); so I turned to this video material with high hopes that it might help to bring the promised dawn a little closer. What could be more encouraging for teachers intending to provide more play activities for their children than two hours of brightly-coloured videotapes of play in progress in a couple of Lincolnshire infant schools?

But nothing's as straightforward as that. The major achievement of these tapes is at the simplest possible level: visual evidence that it can be done. Here are classfuls of children working with sand, water and clay; here are their construction kits, big bricks, hairdressing salon, fish and chip shop; here are the teachers, and their parent helpers, passing from group to group talking and playing with the children; there isn't a worksheet in sight.

And the quality of provision is exceptional. The dressing up clothes are crisp and spotless, the hats and jewellery flamboyant, the clay tools are clean and the telephones real. In fact it's a relief from all this excellence to spot that the glue (in "Miscellaneous Materials") has reached the stringy, blobby stage of its life cycle, and to see that the big bricks are being tidied into disintegrating cardboard boxes.

In among all this activity there are one or two fascinating sequences, where the camera comes close to pinning down learning in action. The most notable is a long section of "Construction Kits" where a group of seven-year-olds spend all afternoon (with the new, fashionable Quadro) building a wheelchair for their hospital play. The teacher heroically refrains from pointing out that their first attempt is, frankly, a failure. Instead the children discover it for themselves, dismantle their ramshackle Mark I and finally succeed, with triumphant cries to the hospital staff: "Doctor, doctor, your wheelchair is ready." But very few incidents are as convincing as this one, and the spoken evidence for the case being made is even thinner.

The sound recording is mercifully low, but this means that conversations between children are very difficult to hear. Most of the audible language comes from the adults (some of whom seem to have attended the Joyce Grenfell School of Elocution) and a demure voice-over commentary, which specifies the learning intended for each activity.

The content of this commentary is impeccable – the doctrine according to Manning and Sharp (whose *Structuring of Play* workshop materials are still bang on target) – but sadly lacking in punch. As a description of the events before our eyes, the words are probably harmless, although sometimes banal: "This is a table game", and occasionally a shade over-optimistic: "Teaching the skill of making coil-pots involves much mathematics". But as an argument for basing the early years' curriculum on play, it is, alas, entirely inadequate.

There are several reasons for this. The first, and probably most important if these tapes are to be used to convince teachers of the importance of play, is that there is no attempt to show how the organization of play activities dovetails into the rest of classroom routine. When the camera scans the room, there is nothing but play in view: there is no one reading or writing, or measuring the carpet, or poring over a computation task, or scratching in a topic book. And the fourth film, 40 minutes on "Organization", does not attempt to discuss the process of change, by which teachers working in a basic-skills oriented classroom could gradually widen and extend their play provision. And if the subject isn't discussed, of course there's no room to admit that changes of this kind are always difficult, and often dispiriting.

Next, the quality of teacher intervention in the children's play is distinctly poor, more reminiscent of the nursery teachers recently described and demolished by Barbara Tizard and Martin Hughes, than the best of the teachers in the old black-and-white *Structuring of Play* videotapes. There is much more to the teacher's role in play than is depicted here.

Lastly, the commentary makes, again and again, the highly dangerous, if understandable, assumption that children learn what teachers intend them to learn. There is no serious attempt to evaluate or analyse the learning that actually takes place. Thanks to the work of teachers like Michael Armstrong and Stephen Rowland we are coming to expect from each other a much more rigorous analysis of what really happens in classrooms.

There is one other major problem to be seen in these videotapes – concealed or glaring, depending on your sexual politics. Throughout the whole set of programmes, the domestic play is overwhelmingly dominated by girls; and the construction play by boys. Many teachers have discovered this unwelcome division of labour in their own classrooms, and are struggling to set matters to rights. They will not be helped by the ostrich-like attitude of this material, which does not even acknowledge the problem – there is simply No Comment.

Industrial problems

Jan Harding reviews an award-winning video on a project between schools and industry

One Week in July
DES Video
VHS, Betamax £35; U-matic £45
Prices exclude VAT
Also available on free loan from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

1986 is designated Industry Year. This video addresses one of the most crucial problems facing British industry at the present time – how to attract more able young people with appropriate skills into its employ.

It presents one initiative in Teeside, organized by the SATRO (Science and Technology Regional Organization) which links schools and industry via a local higher education institution, in this case Durham University. Each project involves one teacher and two sixth-form pupils working on a problem supplied by industry, using the facilities of the university for one week in July.

An ICI spokesman sees that the scheme provides teachers with insight into the workings of industry (and the teachers involved bear this out) as well as persuading some of the best science pupils to consider engineering. Although all the industrialists we see are male, both women and men teachers are featured, and girls as well as boys are among the sixth-form pupils.

The industrial contexts of the problems are spectacularly presented and the problems are outlined. An engineer scales a catalyst tower (how robust are the granules of catalyst as they fall the height of the tower?); a large sheet of formica is polished (how reliable is the electronic fail-safe mechanism supporting the sheet?); beer in massive fermentation vats is sampled (who will use the new tower-sieve to test the particle size distribution of the ground malt?) and a torpedo-carrier is filled with 500 tons of molten iron (will the strain gauge reliably tell when it's full?).

The responsibility for selection of the problem to work on lies with the company, and its choice is crucial. It must not seem trivial and its solution must be at least partially achievable in a week by the young people tackling it. Perhaps the teacher who enthusiastically suggests the scheme might be extended to younger pupils is not being too realistic.

The video is directed mainly at employers. The CBI has given it an award; one hopes they are seizing every opportunity to show it to member companies. Every L.e.a. should possess a copy. If you are a teacher and would like to participate in such a project, I recommend that you borrow the video, but not to use with your pupils. Show it to your science and technology advisers, contact the local SATRO, and nag at them to get something going for Industry Year.

A list of local SATROs is available from David Bloomfield, Standing Conference for Schools Science and Technology, 1 Birdcage Walk, London SW1H 9JJ.

edits

BOX OF DELIGHTS
The BBC series "The Box of Delights", first shown in six episodes last Christmas, is now available on video. The unabridged video lasts 165 minutes and uses a mixture of actors, cartoon animation and electronic wizardry. Starring Patrick Troughton, it tells the story of a young boy (Devin Stanfield) drawn into a series of fantastic adventures involving ancient heroes, wolves, Romans, rats, flashing rings and flying ponies.
Price £24.95 from BBC Enterprises Ltd, Woodlands, 80 Wood Lane, London W12 (tel: 01-743 5588).

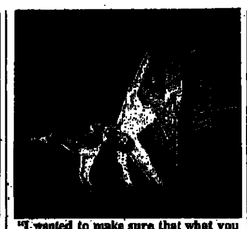
DESIGNS ON INTERACTIVE VIDEO
Leicestershire Centre for Educational Technology is making a videodisc on Design Education for middle/secondary school pupils. They would be pleased to hear from Design teachers in any part of the country who are interested in this project and would like to share ideas.
Contact Ted Calcott, Interactive Video Project, c/o Design Resource Centre, Bridge House, Bridge Street, Loughborough, Leicestershire (tel: Loughborough 266391).

WE CAN DO IT NOW
The Equal Opportunities Commission have produced a 20-minute video based on their good practice booklet "We Can Do It Now". Aimed at primary school teachers, and concentrating on science, technology and crafts in schools, it shows how some teachers have tried to reduce traditional influences and to positively encourage pupils who might previously have considered science, technology and crafts to be the prerogative of the opposite sex.
The video is available for hire at £10 or for purchase at £35 (U-matic £45), from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN (tel: 02407–4433).

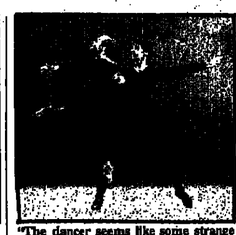
GROWING UP
In the review of "Growing Up" (*The TES*, November 15), the director was said to be John Halas. In fact John Halas was the producer and the direction, scripting and animation were by Roger Mainwood.

Stepping out

"I had a craving for going back to very basic music. And I wanted to introduce humour with four or five basic steps."
Christopher Bruce



"I wanted to make sure that what you saw was dancing in the old-fashioned sense of the term. In a lot of contemporary work you could be confused. Mime, gymnastics, acrobatics or dancing?"
Robert North



"The dancer seems like some strange sort of animal that only comes out in the dark . . ." Richard Alston

Different Steps
VHS, Betamax £24.75, or £30.50 including teachers' notes and cassette of interviews with choreographers
Ballet Rambert, 94 Chiswick High Road, London W4 1SH.

Most students can readily define the mood of a piece without knowing quite how it is achieved. *Different Steps*, showing Ballet Rambert's principal choreographers at work, gives some idea of how the main elements of music, movement and design are brought together to build a ballet.

Intended for general and O level use in schools, it demonstrates a range of contemporary styles at work with contrasting accompaniment – Irish folk, Joan Baez and Schubert – and almost demands some discussion of definitions. Where does acrobatics end and dancing begin? Robert North only poses the question.

Excerpts from three ballets are included – Christopher Bruce's *Sergeant Early's Dream*, Alston's *Wildlife* and Robert North's *Death and the Maiden*. Through cutting from class to rehearsal to production we see shown the heightening effect of set, lighting and costume.

The format does not allow for much time to be given to the interaction between choreographer and dancers, surely the most elusive and interesting part of ballet making. But we do see dancers being coaxed to develop a sense of mood and shape as well as technique. And by commenting on their own works, the choreographers suggest the enormously wide-ranging powers of dance – to amuse and tell stories as well as express feelings.

There is an outline of the Rambert's history, indication of the choreographers' workload ("six to eight new ballets a year"), constraints ("we're not allowed to use large orchestras") and that feeling of energy and originality which distinguishes the company. But the "marvellous feedback from dancers", which Christopher Bruce identifies as one of the greatest satisfactions, is little in evidence. Here the dancers appear as largely silent performers. Nonetheless this whets the appetite for contemporary dance and reminders about its history are gracefully incorporated.

Joanna Lyall

MEDIA

END PAGE

Films, music and entertainment for Christmas: fantasy opera from 'Higglety Pigglety Pop!' (far left), Ben Kingsley as 'Silas Marnor' (centre) and Aled Jones singing in 'The New Born King' (below)

For one 15-year-old from Menai Bridge in Wales television this Christmas will be rather special. Chorister Aled Jones will barely be able to *escape the sound of his own voice*. He is the subject of an *Omnibus* film, The Treble (December 22, 3.40pm, BBC1). He joins Eirian James, Benjamin Luxon, Emlyn Williams and Cardinal Hume for a Christmas Eve programme of words and music, The New Born King (December 24, 7.30pm, BBC2) and later the same evening can be heard singing Carols for Christmas (December 24, 8.30pm, Channel 4) under the baton of Sir David Willcocks.

For us lesser mortals television during the Christmas and New Year period is going to be, well, familiarly festive. There are only one or two *exceptional programmes specifically* aimed at children – but there is a super-abundance of what might be called quality viewing for the whole family. Close reading of the advance schedules prompts the following suggestions.

[illegible] come repeat of **The Snowman** (December 24, 6.30pm, Channel 4). Christmas Day itself brings **Roland's Yuletide Binge** (December 25, 11.30am, BBC1) in which Russell Grant, Royal impersonator Jeannette Charles, and a host of celebrities help Kevin, Errol and Glenis celebrate the rodent superstar's BBC debut.

There are also two major children's offerings on Channel 4. **Mister Skeeter** (December 25, 11.00am, Channel 4) is the Children's Film Unit's latest feature film, the endearing story of two young runaways from Alton House, a children's home threatened with closure. Immediately following it is **Wil 6** (December 25, 12.30pm, Channel 4). Originally made for S4C (and hence in Welsh, but with English subtitles) and set in the 1920s, it follows the adventures of a north Wales boy with the ways of a devil but the voice of an angel . . . any resemblance to Aled Jones being purely coincidental. Set the video for these if you really must watch Roland.

Look out too for **Grange Hill** for [illegible] (December 26, 9.30am, ITV) which includes a visit to the Great Ormond Street Hospital for Sick Children. **Blue Peter** is presenting a pantomime, **Peter Piper's Pantomime Puzzle** (December 23, 5.05pm, BBC1) with Simon Groom as the Dame, Janet and Peter in a variety of disguises, and a supporting cast which includes Squeezy, the tube of glue. Well, it would do, wouldn't it?

On Christmas Eve there is a welcome repeat of **Jack and the Beanstalk** (December 24, 5.35pm, BBC1) featuring its first showing on British television. Over the New Year period there are also repeats of the feature film based on Roald Dahl's Willy Wonka and the Chocolate Factory (December 31, 6.30pm, BBC2) and Oliver Knussen's fantasy opera **Where the Wild Things Are** (January 2, 6.20pm, BBC2/Radio 3 simultaneous broadcast). This, however, is only a curtain-raiser for Knussen's new "companion piece", **Higglety Pigglety Pop!** (January 3, 7.00pm, BBC2/Radio 3 simultaneously).

Programmes of more general interest are sprinkled generously across all four channels, towering above such light entertainment "specials" as **Christmas Cannon and Ball** (December 21, 7.45pm, ITV), **Telly Addicts Christmas Special** (December 24, 7.00pm, BBC1) and the ubiquitous **Wogan** (BBC1, *passim*).

Dwarfing them all are **The Mysteries**. Originally staged by the National Theatre, **The Nativity** (December 22, 9.15pm, Channel 4), **The Passion** (December 29, 9.30pm, Channel 4) and **Doomsday** (January 5, 9.30pm, Channel 4) are Tony Harrison's three-part re-working of the entire medieval mystery cycle and tell the story of the world from Creation to the Day of Judgement.

Filmed during promenade performances, they are strikingly successful in bringing to television the excitement and feel of the original productions. Watch out for Brian Glover playing God from the top of a fork-lift truck and for the building of the Ark in The Nativity – magical moments.

The BBC has a major 90-minute version of George Eliot's **Silas Marner** (December 30, 10.10pm, BBC1). With Ben Kingsley in the title role and a strong cast (which also includes Jenny Agutter, Patrick Ryecart and Patsy Kensit), it is an absolute treat. Sensitively adapted, it was filmed entirely on location in the Cotswolds – an excuse for some *stunningly* beautiful exterior sequences. A production to sit back and enjoy in the post-Christmas lull.

Back on 4, the children in Citizen 2000 are now three. This year's batch of films, unfairly squeezed in among all the seasonal froth, features two contrasting girls. **Saoirse: Portrait of a Three-Year-Old** (December 23, 6.30pm, Channel 4) is a delightful study of a London toddler at home and at play school. **Joanne: A Belfast Child** (December 27, 5.00pm, Channel 4) makes less happy viewing. Both Joanne's parents are unemployed, and she has only an alley in which to play. Backing up both films, **Daycare: Nannies, Nurseries or Nothing At All?** (December 29, 5.00pm, Channel 4) is a hard-hitting examination of the inadequate provision made for underfives in many parts of Britain.

Film buffs are well catered for this Christmas, with 150 or so movies on offer over the holiday period. The BBC has a season of Orson Welles *classics beginning with* **Citizen Kane** (December 25, 4.30pm, BBC2) and introduced by a repeat of an *Arena* profile of the actor and director who died in October: **The Orson Welles Story** (December 22, 2.30pm, BBC2).

Other highlights include: **Reds** (December 21, 9.00pm, ITV), **The French Lieutenant's Woman** (December 22, 9.05pm, BBC2), the "Special Edition" of **Close Encounters of the Third Kind** (December 24, 1.30pm, ITV), **Tess** (December 23, 8.00pm, BBC2), **Gregory's Girl** (December 25, 10.50pm, ITV), **Zeffirelli's La Traviata** (December 26, 8.30pm, BBC2), **Joseph Losey's ravishing Don Giovanni** (December 28, 9.00pm, Channel 4), **Gandhi** (December 29, 7.15pm, BBC1) and that ever-popular short, **The Red Balloon** (December 30, 4.15pm, Channel 4).

Musical highspots range from **Opera for Africa** (December 21, 8.00pm, BBC2) to **Tina Turner in concert with David Bowie** (December 27, 9.40pm, Channel 4). Somewhere in between come **The Royal Ballet in The Nutcracker** (December 29, 7.15pm, BBC2), Anthony Burgess's new adaptation of Berlioz's **L'Enfance du Christ** (December 30, 9.15pm, ITV) and of course the traditional **New Year's Day Concert** (January 1, 6.10pm, BBC2) from Vienna.

As Christmas 1985 merges inexorably into New Year 1986 there are the usual nostalgic looks back and tentative peeps forward. **Coronation Street – The First 25 Years** (December 26, 7.45pm, ITV) will be a must for many. Older viewers will also enjoy reliving **Granada in the Sixties** (December 30, 8.30pm, Channel 4) and tasting Christmases past, as served up by Chris Serle in **Windmill** (December 22, 12.10pm, BBC2).

The state of the arts in 1985 is assessed in **Saturday Review 1985** (December 21, 10.05pm, BBC2). **Whistle Test 86** (December 31, 8.05pm, BBC2) looks back at the year of Band Aid and Live Aid. *Current affairs* come under the microscope in **Jon Tusa's Review of the Year** (December 29, 10.30pm, BBC1). **Whistle Test** Janet and Peter relive some favourite moments in **Blue Peter Review of the Year** (December 30, 5.05pm, BBC1).

And finally, **Phillip Looks at 86** (January 2, 4.55pm, BBC1). In one of the shortest programmes of the whole holiday period, BBC Children's Television linkman Phillip Schofield casts an eye into the future and introduces some of the programmes which the younger members of the family – and these pages – will be watching in 1986.

For King and Country

Christmas brings a crop of memories, and we read or hear of people re-living that Yuletide spent in an igloo or on a Himalayan peak. Has anyone else spent Christmas in a gas shelter?

Grandmother, with whom we lived as children, would, in any competition for the most civic-minded citizen, have swamped the opposition easily. She was, simply, the perfect citizen of the people's war. Her father had been that upmarket artisan, a chief ostler. Enfranchised by the 1867 *Reform Act*, he had been a Disraeli voter, wooed by the *imperium et sanitas* slogan and a member of the Primrose League. There have, ever since, been sufficient of his typology about to make life frustrating and precarious for the radical left in British politics.

His daughter sustained his low Anglican and middling Tory tradition, to the muted suspicion of her trade union-oriented male relatives. Here was a woman who had watched Queen Victoria open the Manchester Ship Canal from a special pen provided for the company workers' families, and, although, by trade a milliner and had complained lifelong about Her Majesty's dreadful hat, she was steadfast for King and country.

King and country later took the intrepid gamble of inviting me to join the colours, and, serving in the army of occupation, I was reminded of this fierce civic zealotry. A huge parcel arrived, addressed in grandmother's clear, firm round-hand. She wrote several letters daily, mainly to relations, and maintained a roster, crossing the names off the top of the list as the missive was completed, and adding it to the bottom, so that, like Tennyson's brook, the correspondence flowed on for ever.

With trembling fingers, I opened the parcel, Bunter-like in my anticipation of juicy comestibles or maybe coffee to flog illicitly for marks. I was disappointed to find 120 sheets of hand written papers. A huge pamphlet had been sent to *our house concerning grants for my forthcoming* post-military university education. None of it applied to my particular condition. However, it was an official document from HMG and that was sufficient. My grandmother would not risk sending off so important an article through the post, especially as this entailed its passage into the territory of our late enemies. Almost 80 years of age, she simply copied it all out, and dispatched the duplicate to those alien soils.

So she did everything that King and country requested, and then more. More included sending birthday cards to Winston Churchill, and including him in her nightly prayers. Now the onset of war provoked an enormity of bureaucratic invention. Braying from the wireless and boinncing through the letter-box, announcement followed suggestion and demand followed request. Grandmother met every diktat with precision and briskness. Anything even slightly tainted with officialdom received her full and active support and approval. Everything from a call to take in munition workers as lodgers to Freddy Grisewood's *Kitchen Front* was acted upon within the hour. She played the genie of the lamp to the government's Aladdin: their every wish was her command; their every whim was her desire. A musing hint from some callow wireless commentator took on the force of a divine decree.

For example, a proposal to establish street fire guards was enough to set my grandmother going. She persuaded my mother, never a power-seeking woman, to knock on doors and start such a fireguard. To our delight, this eventually led to the delivery of a stirrup pump to our house, and the council painted "S" and "P" on either side of the door. My father was a fireman and grandmother regarded it as our vocational obligation to lead the street in such matters. A week or so later bureaucratic invention scaled dizzier heights. It was apparently decided that the wife of a fireman should not be in charge of a stirrup pump. The laity might have supposed that a fireman's house was a sensible billet for a stirrup pump, but a mysterious authority decreed otherwise, and, to our chagrin, "S" and "P" were erased from our doorway by the council men.

It only occurred to me much later that, at the height of the Manchester blitz, this was not so much a bizarre pronouncement as a pettifogging one, and one revealing an odd sense of priority. It certainly never occurred to my grandmother then or later. Sternly, she put aside, did she ever entertain, such treacherous thoughts, and gave not even a first glance at the faded "SP" lettering at our portals.

And then, just before Christmas 1940, a leaflet on gas defence was delivered to the house by a uniformed officer of the General Post Office and bearing all the hallmarks of a ministerial document. Some civil servant, perhaps out of boredom at the tediously passing hours, had penned a few random jottings on preparing a room against aerial gas attack. It was if the Laws of the Medes and the Persians had fallen through the letter-box. My grandmothers sprang into action: compared with her, Moses, in receipt of the engraved tablets, looked positively lethargic.

We boasted a house with a front room that was never used. The occasional state visit was accommodated therein, and, when later I was a sixth-former, it was sub-let to me for homework purposes. It was ideal for gas defence, not least because no one was inconvenienced by its warlike function. A delicate craftswoman, my grandmother made quite beautifully upholstered plugs and screens that fitted over door and fireplace. The windows (already, needless to say, hung with heavy black-out curtains and covered with criss-crossed sticky paper in case of blast damage) received similarly artistic treatment. A drawer was filled with tinned foods, saved from already slender resources, and with huge stone water bottles, refilled everyday. Grandmother even moved in her own commode (for the uninitiated, an arm chair with a chamber pot beneath the horse-hair seat). Whatever the weather, front door and windows were flung open daily, for my grandmother fondly imagined that this strategem pumped fresh air into the front room, ready for us all to sit within its air-tight walls.

Christmas afternoon and evening was the only annual occasion the front room was regularly used, and, apart from funerals, weddings and Category A family visitations, it was generally closed to the public. Thus it was that, on that chilly, doleful day, the Christmas day of 1940, we obediently trooped, carrying our gas-masks, into the gas room.

It was a curious experience. There was a decidedly military air of discomfort and severe preparedness and yet the ornate texture of the gas-proofing toned pleasantly in with the late Victorian decor like a sort of camouflage. Solemnly, as if soldiers in the claustrophobic dug-out awaiting the balloon to go up, we played the games of Beetle, Old Maid and Askings and carefully and slowly ate what few pieces of chocolate could be made available to celebrate the winter festival. Blacked-out and stuffed up, the room bore chokingly down on us like a stifling cold, but we were brave.

It was announced some time ago that, among the several nuclear shelters for post-holocaust administration, there is one more or less underneath a primary school. All were reminded that, in the event of nuclear war, the authorities will attempt to ensure business as usual: they will preserve the same traditions of inaccessibility and aloofness underground which they normally demonstrate overground in peacetime.

What worries me intensely is that I can still feel the pangs of regret that our novel gas shelter was never called to the colours. Ours must have been the only gas-proof front room within a hundred miles. As the gas rained down on Manchester and its environs, and with our fellow-townsfolk dropping like flies in the street, we might have been chuckling away cosily in our front room, possibly sitting on grannys old armchair[illegible]

It was Christmas day in the gas shelter, Eric Midwinter recalls.

Womanly times?

SCHOOL RADIO
World Makers
BBC Radio 4 VHF
November 16–December 14
Scotland, Nov 24–Dec 22
Repeated Jan 4–Feb 1, 3.00pm
Booklist with map and time chart available from World Makers, Villiers House, London W5, send large A4 sae.

At last an excellent programme which puts the accompanying exhibition (*The Human Story*, to be reviewed next week) quite in the shade. What a pity so few, relatively, will be aware of its excellence. Angus Calder, an historian himself, has linked the work of prehistorians, archaeologists and anthropologists to produce a fascinating chronicle of earlier societies.

There are 10 programmes in the series, which begins, appropriately enough, with an assessment of how we evaluate evidence on early societies – particularly relevant to the Commonwealth Institute exhibition. The second looks at *hunting and gathering*, a way of life which sustained us hominids for the last two million years until agriculture was invented.

By putting together anthropological research on the Eskimo and "Bushmen" peoples, the programme makers offer suggestive insights into our "ancestors' way of life. And for the feminists, it is good to note that gathering, women's work, produces more than 70 per cent of the food intake. Men's work, hunting, is just the meat for feasts, the jam – and not the bread-withers.

Religion as an aspect of survival, the totemization of animals who are thus conserved, culling rather than *mass* slaughter and "loving and killing the animal for food" as the Eskimo put it, is well conveyed, with tape of Eskimo speaking in slow strong voices and clips of fishing folk-song from the British Isles. For hunting and gathering, after all, still goes on, even if the quest for food has for most of us dwindled from a great sacramental hunt to a miserable weekly forage in the supermarket.

So if men as hunters were not supremely important, did they invent agriculture? The third programme points to the evidence that 18,000 years ago, in the Nile Valley, women, who already knew the properties of many plants, began to make gardens, and that ploughing, planting, harvesting and hoeing are developments of horticulture. Animals had always been the male preserve, so when it came to domesticating "herds" of goats, they were the experts. As the fourth programme, about metal refining, goes on to suggest, once you have such portable property as fat sheep and goats, defence (or theft) becomes an ever more vital task.

Successive programmes tend to carry on this line of thought, following the development of trade routes, and the exploitation of sources of natural energy (from fire and water), to the concentration of the control of that power in the hands of an elite, in the following programmes. The final programme traces demographical trends, with epidemics and birthrates studied, against the dwindling resources at our command. One remembers Ian McEwen's oratorio, quoted in the third of the series – "shall we die, or shall we have womanly times again?"

Melvin Newman

4
Week Commencing 22nd December 1985
Due to Christmas scheduling there will be no programmes available for licenced recording during this week.
Programmes will be available week commencing 3rd January 1986.
For more info etc...
GUILD LICENSING
6 Royce Road, Peterborough PE1 5YB
(0733) 315315
Late Changes (0733) 312152

Thresholds of religion

Tongues of Fire
Channel 4; January 2, 11.40pm.

Although it's tucked away at the end of the schedules like a programme that dare not speak its name, *Tongues of Fire* provides further evidence of Channel 4's attempts to find ways of presenting poetry on television. The six-part series has a simple and effective format: six contemporary poets – D M Thomas, Seamus Heaney, Czeslaw Milosz, Peter Levi, Derek Walcott and Craig Raine – look at the nature of religious poetry and experience by reading and, with the help of questions from presenter Karen Armstrong, commenting on a selection of poems, including works of their own.

Religious experience is construed in a broad sense. Milosz describes a journey on the Paris Metro when he looks at a girl and sees simply that she is. A pebble, in a poem by the Polish writer Zbigniew Herbert, reveals that it is "mindful of its limits" and "filled exactly / with a pebbly meaning". Another Herbert, George, is represented in Craig Raine's reading of "Denial", a poem about God's silence, and Seamus Heaney chooses Eliot's "Marina", that rhapsody which keeps moving in and out of focus. A recurrent theme is the uncertain quality of which religious experiences, objects and events often speak in ambiguous terms.

Apart from throwing light on poetry and religious experience, the series often reveals a lot about the poet. Heaney at one point mentions his "vestigial Catholicism", and his selection consists mainly of poems about illumination, or about moments which hover on the verge of illumination ("Marina"). Raine, a self-proclaimed rationalist, is willing only to say "the universe is extraordinary and that's where I'd stop". Czeslaw Milosz says that Eastern Europeans, because of their historical experience, often find it easier to believe in the Devil than in God; yet he also speaks of his love of reality.

Although she has felicitous moments (as when she describes poetry as leading to the "threshold of religion, which is silence, almost"), Karen Armstrong's over-intrusive questioning tends to jar from time to time. She is also too willing to accept others' valuations, such as the absurdly inflated comparison of Craig Raine with John Donne and Pasternak. Perhaps dazzled by the unoriginality of the idea that poetry and religious experience are similar, she is far too ready to prostrate herself in worshipful humility before the altar of poetic imagination. A little more robustness would be welcome. The series, though, remains an engrossing contribution to religious and arts broadcasting.

Ashok Bary

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Nursery Education

Other Appointments

BOLTON
METROPOLITAN BOROUGH
Qualified Nursery Teachers Scale 1 required from 24th February 1986 for following new nursery units attached to primary schools.

GILNOW C.P. SCHOOL
Chanderton Drive, Bolton.
HARDY MILL C.P. SCHOOL
Belmont View, Harwood.
KEARSLEY WEST C.P. SCHOOL
Primrose Street, Kearsley.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned thereto by 2nd January 1986.
An Equal Opportunity Employer. (9315E) 110026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
KNOCKHALL COUNTY PRIMARY SCHOOL, Bursefield Road, Greenhithe, Kent DA9 9HB
Appointment of Head Teacher Group 4
Established.
Appointment to take effect from the beginning of the Summer Term 1986.
Application form and further details from the Divisional Education Officer, Essex Road, Dartford DA1 3AZ (SAE please), to whom they should be returned by 10th January 1986.
Re-advertisement – previous applicants should write if they wish to be reconsidered. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT – CANTERBURY DIVISION
LITTLEBOURNE C.E. (CONTROLLED) PRIMARY SCHOOL
Deputy head teacher (group 3) required for April 1986. Applications are invited from suitably qualified and experienced teachers of infants who, in addition to Deputy Head Teacher duties, will be able to be responsible for Language Development in the early years and the co-ordination of Music in the school.
Application forms and further details from the Head Teacher at the school in Church Road, Littlebourne, Near Canterbury, Kent. 110019

SOMERSET
COUNTY COUNCIL
WELLESLEY PARK COUNTY PRIMARY SCHOOL
Wellington

For April 1986, HEAD for this Group 5 school.

Application forms and details (SAE) from Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY.

Closing date 10th January 1986. (9315D) 110010

HAMPSHIRE
FAREHAM PARK C.E. CONTROLLED JUNIOR SCHOOL
Required Easter or September 1986 - HEADTEACHER - GROUP 5.
Send s.a.e. to Area Education Officer, Fareham/Gosport PO13 1BU for application form and further details. Closing date 24th January 1986. (9322D) 110010

Primary School Education

Headships

BROMLEY
LONDON BOROUGH OF BROMLEY
HAWES DOWN INFANT SCHOOL
The Mead, West Wickham, Kent BR4 0BA
(Group 4)

Applications are invited from enthusiastic and experienced teachers for the post of Deputy Head (Group 4) at this school from Easter 1986.

Candidates should be willing to be involved in the full life of the school, share in the organisation and management and make a significant contribution to one of the curriculum areas. Visits welcomed.

Application forms and further details available from the Headmistress at the school (foolscap s.a.e. please). Completed forms should be returned to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB, by 3rd January 1986. (9305B) 110010

SOMERSET
COUNTY COUNCIL
GREENFYLDE V.C. FIRST SCHOOL
Ilminster
(N.O.R. 240)

For September 1986, applications are invited from experienced and forward looking infant teachers for the post of DEPUTY HEAD of this Group 4 School. The successful applicant will be expected to accept responsibility for co-ordination and development of the infant classes in the School; liaise with the Head regarding overall development of staff, in-service training, language teaching and Parent-Teacher co-operation.

Application form and details from Head at School. Closing Date, 14th January 1986.
(9340A) 110012

Deputy Headships
Second Masters/ Mistresses

SOMERSET
COUNTY COUNCIL
GREENFYLDE V.C. FIRST SCHOOL
Ilminster
(N.O.R. 240)

For September 1986, applications are invited from experienced and forward looking infant teachers for the post of DEPUTY HEAD of this Group 4 School. The successful applicant will be expected to accept responsibility for co-ordination and development of the infant classes in the School; liaise with the Head regarding overall development of staff, in-service training, language teaching and Parent-Teacher co-operation.

Application form and details from Head at School. Closing Date, 14th January 1986.
(9340A) 110012

Scale 1 Posts

BUCKINGHAMSHIRE
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BRADWELL COMMON COUNTY COMBINED FIRST SCHOOL
Brownleys Avenue, Bradwell Common, Milton Keynes MK13 8PJ
Required from January, for one term only, temporary teacher(s) for this newly opened combined school. Scale 1. It is likely that expertise will be required at both the first school age range and the middle school age range. Interviews are likely to be held during the first week of January.
Please apply by giving areas of curriculum strength and age phase experience to Mrs H.J. Budin, c/o Abbeys County First School, Melrose Avenue, Bletchley, Milton Keynes MK3 6PS and quoting advert reference 115. (9381B) 110022

HARROW
EDUCATION COMMITTEE
LONDON BOROUGH OF HARROW
Education Office, P.O. Box 22, Civic Centre, Harrow, Middx.
Tel: 01-863 5611, Ext. 2736
Temporary Scale 1 teachers required for Primary Schools.
Application forms from 7 to be returned to the above office as soon as possible.
Outer London Allowance Payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (9318S) 110032

HERTFORDSHIRE
PRIORS WOOD JMI SCHOOL
Cosens Road, Ware, Hertfordshire
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Letter of application stating area of interest together with CV and names and addresses of two referees to the Head as soon as possible. 110032

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
CHRIST CHURCH C. OF E. INFANTS' SCHOOL
Lime Grove, New Malden, Surrey KT3 5TW
Tel: 01-949 3590
Noon roll: 187
Headteacher: Miss R.E. Quiewell
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Visits to the School encouraged, by prior arrangement with the Headteacher.
Scale 1 post. London Allowance £673.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey (01-546 2121, Ext. 2416) to be returned to the Headteacher AT THE SCHOOL by Monday 6th January 1986. (9307S) 110022

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. GEORGE'S BICKLEY C.E. PRIMARY SCHOOL
Tylney Road, Bromley, Kent BR1 5RL

Required for 14th April 1986, a committed teacher for the Scale 2 appointment of Health and Physical Education Postholder. The successful applicant will have an important role in developing Health and Physical Education throughout the school. In the first instance, the class to be taken is one of top infants.

Application forms and further details from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 3rd January 1986. (9306H) 110020

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Roll: 259
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ilea Inner London Education Authority

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(16045)

ilea Inner London Education Authority

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City of London and Tower Hamlets	Tel: 01-790 1288
Greenwich	Tel: 01-855 3161
Lewisham	Tel: 01-698 4633
Southwark	Tel: 01-703 0855
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(16049)

Middle School Education

Other than by Subject Classification

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
ST. THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Commonside East, Mitcham, Surrey CR4 1YG
Tel: 01-648 0869
Head Teacher: Mr. T.J. O'Regan, M.A., B.A.
Age Range: 9 - 13 years
No. on roll: 370
Required for January, General Teacher responsible for a form of first year pupils.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope.
(93180) 125622

Remedial and Special Needs Teaching Posts

Scale 1 Posts

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow, Middlesex TW5 9PD
Tel: 01-897 2001
Head: Mrs. Anne Jones, B.A.
Required in January 1986 for two terms, a teacher to join the Department of Learning Development. We need an enthusiastic and experienced teacher to work in 'remedial' education. Willingness to do some 'co-operative' teaching important.
Cranford is a superbly equipped fully comprehensive and multi-racial community school.
Letters of application, including C.V.'s, the names of two referees and a s.a.e. should reach the Head within 10 days of the appearance of this advertisement.
London Allowance: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(92934) 131022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
SOUTHBOROUGH SCHOOL
Hook Road, Surbiton, Surrey KT6 5AS
Tel: 01-397 2645
No. on roll: 750 boys 11 - 18 years
URGENTLY REQUIRED, TEMPORARY for ONE/TWO TERMS commencing January 1986 a teacher of ART & CRAFT or allied subject for this secondary boys' school. Scale 2 post. London Weighting Allowance £578.
Please apply in writing to the Secretary of Sports and Recreation, Guildhall, Kingston-upon-Thames, Surrey (quoting reference 1/78/ ELB) enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees by Friday 3rd January, 1986.
(92074) 131329

WOLVERHAMPTON
METROPOLITAN BOROUGH OF WOLVERHAMPTON
EDUCATION COMMITTEE
ST EDMUND'S R.C. SCHOOL
Compton Park, Compton Road West, Wolverhampton
Tel: 756371
Headteacher: J.M. Shoppee. B.Sc.
Required from January 1986:-
ART Scale 1
Temporary teacher to cover maternity leave in this purpose built 11 - 18 mixed comprehensive situated on attractive site on the south west of the borough. It has excellent facilities and a pupil roll of over 600.
Application forms are available from the Headteacher of the school to be returned to the Clerk to the Governors c/o the school within 10 days.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(92235) 131228

By Subject Classification

Art and Design

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Required for January 1986, or as soon as possible thereafter, a well qualified GENERAL ART teacher with an interest in CERAMICS, as the successful appointment of this purpose-built, 11 - 16 (co-ed), mixed, all-ability school with a balanced intake and established C.S.E., 'O' and 'A' courses. Excellent studio facilities. Further enquiries welcomed.
Scale 1 plus London Area Allowance payable.
Application forms are available from the Headmaster at the school (SAE please) to whom completed forms should be returned by 3rd January 1986. (92060) 131222

EAST SUSSEX
UCKFIELD COMMUNITY COLLEGE
Battle, East Sussex TN33 0HT
Required Teacher of Fine Art (Scale 1) for two terms to teach within Creative Arts & Design Faculty.
Application forms and further details (sae please) from the Principal.
(93050) 131222

Craft, Design & Technology

Scale 1 Posts

BARNET
LONDON BOROUGH
WHITING HILL SCHOOL
Claremont Road, Hendon, London NW2 1TR
Tel: 01-455 4114
Co-educational Comprehensive
Roll 653, 6th Form 119
Required January 1986 to cover maternity leave, temporary Teacher of History to 'O' level and CSE (Certificate of Secondary Education) standard.
Application forms are available from the Headteacher of the school to be returned to the Clerk to the Governors c/o the school within 10 days.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(92235) 131228

GLOUCESTERSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
CIRENCESTER KINGSHILL SCHOOL
Kingshill Lane, Cirencester GL7 1DS
Required for January, for one term, Teacher of Craft, Design and Technology in this small 11 - 16 comprehensive school. Scale 1 or 2.
Apply immediately to the Headmaster with curriculum vitae. (93184) 132182

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
SOUTHBOROUGH SCHOOL
Hook Road, Surbiton, Surrey KT6 5AS
Tel: 01-397 2645
Or details see under 'Art + Design'
(92074) 131329

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE COSELEY SCHOOL
Tylhouse Lane, Coseley, Bilston, West Mids. WV14 9AH
(12 - 16 co-ed. comp)
For January, temporary TEACHER of GENERAL PE/Throughout School. Interest in Outdoor Pursuits advantage. One term appointment to cover secondment.
Details/Application forms from Headteacher (Tel: Sedgley 677737 (3713)) to whom completed application forms should be returned as soon as possible. (92217) 131622

English

Scale 1 Posts

HAMPSHIRE
SOUTH EASTANTS AREA
HAYLING SCHOOL
Church Road, Hayling Island, Hants.
(Tel: Hayling Island 466241
(12 - 16 mixed comprehensive, 751 on roll)
Headteacher: Mrs Moran
Required January or April 1986, graduate teacher of ENGLISH to 'O' level to join newly formed languages and humanities department. Scale 1.
Please apply to Headteacher as soon as possible. S.A.E. for further details and application form. (93177) 132432

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Coyler Road, Northfleet, Kent DA11 8BG
Required for January 1986, temporary for one English Scale 1, for 1 term in the first instance, in this all boys Thames-side High School.
CSE, O level and CPVE work available for suitably qualified and interested applicant.
Letter of application with CV to Mr J M B Hassett MA, Headmaster, as soon as possible. 132422

Geography

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DS
Tel: 01-462 2767
(Six-form entry co-educational 11 - 19 years)
Required for January 1986, Graduate Teacher of GEOGRAPHY. Part-time appointment (10 hours per week) to 'A' plus CSE/O Level. London Weighting pro rata. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment. The school has a large sixth form of 250 students and easily fills all ability levels of a balanced intake.
Application forms and further details may be obtained from the Headteacher (foolscap s.a.e. please) to whom completed forms should be returned by 3rd January 1986. (93087) 132222

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEMPORARY TEACHER
(Scale 1)
Required for 1st January 1986 to 31st August 1986 at Castlebrook High School, Park Lane, Unsworth, Bury BL9 8LF for GEOGRAPHY.
The person appointed will be expected to teach across the whole age and ability ranges up to and 'O' level standard and familiarity with the G.C.S.E. Examination in Geography would be an advantage.
Applications by letter including full curriculum vitae, together with the names and addresses of two referees, to the Head Teacher at the School as soon as possible.
(92310) 132622

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEMPORARY TEACHER
(Scale 1)
Required for 1st January 1986 to 31st August 1986 at Castlebrook High School, Park Lane, Unsworth, Bury BL9 8LF for GEOGRAPHY.
The person appointed will be expected to teach across the whole age and ability ranges up to and 'O' level standard and familiarity with the G.C.S.E. Examination in Geography would be an advantage.
Applications by letter including full curriculum vitae, together with the names and addresses of two referees to the Head Teacher at the School as soon as possible.
(92310) 132622

History

Scale 1 Posts

BARNET
LONDON BOROUGH
WHITING HILL SCHOOL
Claremont Road, Hendon, London NW2 1TR
Tel: 01-455 4114
Co-educational Comprehensive
Roll 653, 6th Form 119
Required January 1986 to cover maternity leave, temporary Teacher of History to 'O' level and CSE (Certificate of Secondary Education) standard.
Application forms are available from the Headteacher of the school to be returned to the Clerk to the Governors c/o the school within 10 days.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(92235) 131228

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE
TECHNOLOGY SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Telephone: Dartford 347831
A History teacher is required for January or as soon as possible.
The appointment will be for 2 terms in the first instance. An interest in games would be an advantage.
Application forms and further details available from the Headteacher. SPA and LAA payable. 132822

DYFED
COUNTY COUNCIL
LAMPETER SECONDARY SCHOOL
Lampeter
(Group 10)
Required as soon as possible, TEMPORARY TEACHER to act as second in the HISTORY Department and to assist with RELATIVE STUDIES.
There is a possibility of six form work in both subject areas (Scale 1).
Applications by letter including curriculum vitae, and the names and addresses of two referees to the Headteacher by 8th January, 1986.
Mr. Dyfed Nash, Director of Education, Education Department, Carmarthen, Dyfed SA31 3BU. (92079) 132222

HAMPSHIRE
SOUTH EASTANTS AREA
HAYLING SCHOOL
Church Road, Hayling Island, Hants.
Tel: Hayling Island 466241
(Headteacher: Mrs Moran
(12 - 16 mixed comprehensive - 751 on roll)
Required as soon as possible, TEMPORARY TEACHER with ability to teach History to C.S.E. and 'O' level. Suitable for P.E./History teacher. Scale 1.
Please apply to Headteacher as soon as possible. S.A.E. for further details and application form. (93178) 132822

Home Economics

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
William Booth Road, Penge, London SE20 8BW
Tel: 01-778 8810
Required for January 1986, or as soon as possible thereafter, an experienced teacher to be responsible for Home Economics (Scale 3) at this 13 - 18 year old girls' comprehensive. The subject is a popular one at 'O' and 'A' level courses are well supported.
Ability to teach Child Development at advantage but not essential.
Application forms and further particulars obtained from the Head teacher at the school. (Please telephone) to whom completed forms should be returned by 2nd January 1986. (93026) 132622

Humanities

Scale 1 Posts

GLOUCESTERSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
THE LAKE HIGH SCHOOL
Colnford
(300 Co-Ed)
Required from January, for two terms, Scale 1 teacher to teach within the Humanity Faculty, offering History, Environmental Studies and Social Studies.
Immediate applications by letter to the Headmaster giving names and addresses of two referees. (93185) 132822

WOLVERHAMPTON
METROPOLITAN BOROUGH OF WOLVERHAMPTON
EDUCATION COMMITTEE
HIGHFIELDS SCHOOL
Required from 1 January 1986:-
HUMANITIES/SOCIAL STUDIES Scale 1
Temporary full or part-time teacher (no part-time would be considered) established 11 - 18 mixed comprehensive pleasantly situated on southern boundary of the town with its many Outdoor Pursuits Centre in Wales. It has a pupil roll of approx. 1,000 including nearly 500 in the sixth form.
Application forms and further details from the Director of Education, Education Department, Civic Centre, Wolverhampton WV1 1RR to be returned within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(92234) 131222

Mathematics

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
RUSHMORE SCHOOL
Rushmore Crescent, Bushey Heath, Herts. WD2 1PG
Tel: 01-950 1626
Required for January 1986 or as soon as possible, a Scale 2 Teacher of Mathematics to join a team of 6 teachers in this 11 - 16 mixed comprehensive situated on the Hertfordshire/Greater London boundary. The school has a roll of 1,000 pupils including 200 in the sixth form.
Applications by letter to the Headmaster, The Skinners' School, Tunbridge Wells, Kent TN4 9PG, enclosing curriculum vitae, stating interests and naming two referees. 133482

HERTFORDSHIRE
DURRANTS SCHOOL
Marlborough Road, Oxhey Drive, Rickmansworth
Tel: Kings Langley 272900
11 - 18 mixed all ability Comprehensive
Required January 1986 to teach Mathematics throughout the school.
Scale 2 + London fringe allowance £264. This would be an excellent first post for someone wishing to join a well staffed and equipped department. A temporary position could be considered.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees plus telephone number(s). 133490 (93049)

Modern Languages

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx.
Tel: 01-954 3623
Required for January, Scale 1 Graduate teacher of French for this Comprehensive. High School for 1,749 girls aged 11 - 18, with good facilities and a tradition of success.
All our pupils take French for the first 5 years and most continue to public examination at 'O' level or French Studies level.
Outer London Allowance payable.
Applications to the Headteacher at the school, as soon as possible.
Harrow is an equal opportunities employer. 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent. DA12 4LF
(Group 10)
Acting Headmaster: Mr. J.J. Matheson
Required for Easter 1986, a teacher of Mathematics, Scale 1, to teach up to C.S.E. and G.C.E. O level. The successful candidate will be expected to teach across the ability range from 11 to 17 and to all ability levels. The department consists of 7 full-time teachers and 4 part-time teachers, and has an excellent record of public examination success.
Thamesview School opened in September, 1968, in a new purpose built accommodation and serves a large private housing estate in a pleasant area on the east of Gravesend. The school is an over-established 11 - 17 mixed High School of 1064 pupils within the Thames-side system of secondary education.
Applicants should apply in writing, giving details of qualifications and experience and the names of two referees, to the Headmaster at the school as soon as possible. 133482

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
Required for January 1986 or as soon as possible; a Graduate to teach Mathematics through-out the school to A level. An interest in school activities will be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells, Kent TN4 9PG, enclosing curriculum vitae, stating interests and naming two referees. 133482

HERTFORDSHIRE
DURRANTS SCHOOL
TEACHER OF MATHEMATICS, required January.
Scale 2. Secondary Mathematics Scale 2.
(92048) 133492

NOTTINGHAMSHIRE
COUNTY COUNCIL
SOUTH WOLDS COMPREHENSIVE SCHOOL
Church Drive, Keyworth, Notts, NG12 5FF
Mixed 11 - 18
FRENCH & GERMAN (Scale 1)
A well qualified temporary teacher is required from February as cover for maternity leave. Ability to teach to 'A' level standard an advantage.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school.
An Equal Opportunity Employer. (93078) 132622

Music

Heads of Department

EAST SUSSEX
CARDINAL NEWMAN SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11 - 18. Roll: 1600
From April or September 1986: Director of Music (Scale 4). Cardinal Newman is a thriving Catholic comprehensive school with outstanding facilities for Music. The Headmaster is keen to attract a young successful teacher committed to the development of music on a broad front throughout the school. There is scope for choral, orchestral, windband, pop, jazz and all forms of musical activity.
Relocation grants in approved cases.
Applications to the Headmaster as soon as possible. (93170) 133818

Scale 2 Posts and above

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
THE LAKELANDS SCHOOL
Oaswestry Road, Ellesmere, Shropshire
Required from April 1986 or earlier if possible, a teacher to be responsible for Music (Scale 3) in this 11 - 16 mixed comprehensive. Willingness to offer a second subject would be an advantage.
Further details from the Head (SAE). (92015) 133020

Scale 1 Posts

BOLTON
METROPOLITAN BOROUGH
HAYWARD SCHOOL
Lever Edge Lane, Bolton BL3 3RH
(11 - 16)
MUSIC SCALE 1
Temporary teacher required from 1st January to 6th April 1986.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 2nd January 1986.
An Equal Opportunity Employer. (93197) 133822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
SMETHWICK HALL GIRLS SCHOOL
(11 - 16 Comprehensive)
Required January 1986
GIRLS PE - Scale 1
Temporary during maternity leave.
Letters of Application stating full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Auckland Road, Smethwick, Warley, West Midlands.
An equal opportunity employer, Canvassing of members of the authority will disqualify. (93164) 134222

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex RH10 1LX
P.E. - Scale 1
Required for January, Teacher of BOYS P.E. in this well-established 11 - 18 comprehensive school. Teaching available across the whole age range. Candidates able to offer a variety of sports. Some knowledge of P.E. in theory necessary for the curriculum where pupils are split.
Relocation grants in appropriate cases.
Application forms (sae please) from and returnable to the Head Teacher. (93169) 134218

Physical Education

Heads of Department

EAST SUSSEX
LONGHILL SCHOOL
Palmer Road, Brighton BN2 7FA
Comprehensive mixed, 11 - 16
Roll: 850
From April 1986: Head of Physical Education Department (Scale 3) to be responsible for all aspects of the P.E. programme, including the Fifth Year options scheme, and to teach girls' P.E. in those parts of the curriculum where pupils are split separately.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (93169) 134218

Scale 1 Posts

BARNET
LONDON BOROUGH
ST MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, London N12 7NJ
Tel: 01-446 2256
VA Girls 5-Form - Roll 630. 6th Form 160
Required January 1986 if available, qualified Physical Education Teacher for 6 days per week. Temporary appointment considered.
School has keen interest in most sports. In particular, the successful candidate would be expected to be proficient in teaching Netball, Hockey, Tennis and Gymnastics. Interest in Dance, Badminton, Sailing and Trampolining an advantage. P.E. and games taught from years 7 - 6. Committed Roman Catholic preferred.
Apply in writing to Head Teacher with full c.v. and names of two referees (each) to Director of Educational Services. (93158) 134228

BOLTON
METROPOLITAN BOROUGH
HAYWARD SCHOOL
Lever Edge Lane, Bolton BL3 3RH
(11 - 16)
MUSIC SCALE 1
Temporary teacher required from 1st January to 6th April 1986.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 2nd January 1986.
An Equal Opportunity Employer. (93197) 133822

BEDFORDSHIRE
NORTHERN AREA
STRATTON UPPER SCHOOL
Eagle Farm Road, Biggleswade
Tel: Biggleswade 319745
TEMPORARY TEACHER OF BOYS P.E.
Required for January 1986, Scale One, for the Spring term only.
Application forms and further details from the Headmaster. sae please. (92073) 134222

HAMPSHIRE
MILLBROOK COMMUNITY SCHOOL
Green Lane, Southampton SO9 5HB
(12 - 16 Comprehensive NOR 800+)
Required urgently for January Scale 1 Teacher of P.E.
Application by letter to Head with C.V. and names of two referees as soon as possible. Full details available from school.
(946131) 134222

The school has a strong tradition of science education, with well established exam courses to 'O' and 'A' level.
Application forms and further details are available from the Headmaster at the school (foolscap s.a.e. please); to whom completed forms should be returned by 3rd January 1986. 134418
(92055)

Scale 2 Posts and above

CHESHIRE
EDUCATION COMMITTEE
THE GRANGE COUNTY COMPREHENSIVE
Latham Avenue, Runcorn, Cheshire WA7 3DG
SCALE 2 TEACHER IN CHARGE OF CHEMISTRY
From Easter 1986 or sooner if possible. Will be responsible for the development in 'O' and 'A' levels.
Well equipped Science Laboratories, opportunity for young person with ambition.
Apply Headmaster enclosing S.A.E. (93408) 134820

Science

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
Hawkshurst Way, South Eden Park Road, Beckenham, Kent BR3 3BP
Group 11 - 1070 boys - Sixth Form 350
Required for September 1986, an experienced graduate teacher to be Head of Physics. Scale 3. Outer London Allowance payable.
The successful candidate will have a particular interest in the development of electronics teaching and links with other departments.
The school has a strong tradition of science education, with well established exam courses to 'O' and 'A' level.
Application forms and further details are available from the Headmaster at the school (foolscap s.a.e. please); to whom completed forms should be returned by 3rd January 1986. 134418
(92055)

Scale 2 Posts and above

CHESHIRE
EDUCATION COMMITTEE
THE GRANGE COUNTY COMPREHENSIVE
Latham Avenue, Runcorn, Cheshire WA7 3DG
SCALE 2 TEACHER IN CHARGE OF CHEMISTRY
From Easter 1986 or sooner if possible. Will be responsible for the development in 'O' and 'A' levels.
Well equipped Science Laboratories, opportunity for young person with ambition.
Apply Headmaster enclosing S.A.E. (93408) 134820

Scale 1 Posts

BERKSHIRE
BYRIEGH GREEN SCHOOL
Spencers Wood, Near Reading RG7 1EB
N.O.R.: 870
Required for April 1986, a Teacher of PHYSICS, Scale 1, to teach the subject 'A' level and to assist with Integrated Science teaching in the Lower School. Physics is a popular subject and is taught in a well organised and enthusiastically run Department.
Apply by letter direct to the Headmaster, giving details of qualifications, interests and a curriculum vitae. No closing date.
An Equal Opportunity employer. (93179) 134822

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
BILTON GRANGE HIGH SCHOOL
Hopewell Road, Hull
Head: N. Renardson, B.Sc.
Required January, a teacher of SCIENCE and some MATHEMATICS (Scale 1) to take ability pupils.
This is a mixed comprehensive school with about 640 pupils aged 13 - 18.
Application forms available from the Head (s.a.e. please) should be returned by 5th December. (93204) 134822

HEADSHIP
HORNSEY SCHOOL FOR GIRLS (GROUP 11)
INDERWICK ROAD, LONDON N8 9JF.
Applications are invited from well qualified and suitably experienced teachers for appointment to this important post which becomes available on the retirement of the present Head.
Hornsey School is an all girls 11-18 Comprehensive School of some 1,100 pupils with over 140 in the sixth form and a staff of 77 teachers. The School is well established, has an excellent reputation and is consistently over-subscribed. It moved to its present well-equipped site in 1971 where as the only girls' school it provides for a school population rich in its linguistic, ethnic and cultural diversity.
Applications are welcomed from men and women with the enthusiasm, vision and management skills to build on the existing strengths of the school in line with the policies of a progressive Authority. The Education Service is committed to action to recruit a workforce which is more representative of the diverse community it serves.
The successful candidate will be expected to take up duties from Easter 1986.
Social Priority Allowance (£2201/£276). London Allowance (£1,038) payable. Removal expenses – 100% allowed in approved cases.
Application Forms and further details may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London, N22 4TY, to whom forms should be returned, with a letter of application, by Monday, 20 January 1986.
Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

METROPOLITAN BOROUGH OF Rochdale Education Department
AN EQUAL OPPORTUNITY EMPLOYER
Brownhill Special (Mixed Day) Telephone Rochdale 48890
Heights Lane, Rochdale
Required for January 1986.
Temporary teacher
for one Term. An experienced primary teacher who can offer some special expertise in Art and Craft is sought.
St John Fisher RC 4-11 Telephone 061-643 7896
Stansylille Lane, Middleton
Scale 1
required to be responsible for second year Junior Group. Applicants must be practising Catholics. Ability to teach music will be an advantage.
Broadfield Upper 13-16 Telephone Rochdale 47184
Nelson Street, Rochdale
Temporary Schools Council History and Integrated Humanities.
A Scale 2 post is available for a suitable candidate able to assume responsibility for the organisation of History teaching.
Wardle High 11-16 Telephone Littleborough 73911
Birch Road, Wardle, Rochdale
Required for January 1986. For one term
Temporary General Subjects
Temporary Mathematics
Letters of application for all posts to the Head Teacher of the school concerned as soon as possible.
(93048)

COVENTRY CITY COUNCIL
COVENTRY CENTRE FOR THE PERFORMING ARTS, Leasowes Avenue, CV3 6BH Tel. 0203 418868
(Director of the Centre: Mr. P. L. Isherwood)
Required as soon as possible
Teacher of Double Bass
with the ability to teach Cello to an intermediate standard.
The candidate appointed will join a large team based at the Centre and working within the Authority's scheme for Instrumental Instruction under the supervision of the Director of the Centre. He/She will work with small groups and individual pupils either in Primary and Secondary Schools or in the Centre.
Burnham Scale 1.
Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Director of the Centre within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

EDUCATION DEPARTMENT
TEACHERS OF PHYSICS
SCALE 1
Required for January 1986 or as soon as possible:-
PHYSICS TEACHERS to work in well-resourced 11–16 or 11–18 High Schools in Manchester.
Application forms and further details from the Chief Education Officer, (S2/JO'B), Education Offices, Crown Square, Manchester M60 3BB. Closing date 3rd January, 1986.
(19827)
MANCHESTER City Council
Defending Jobs - Improving Services
Manchester City Council is an Equal Opportunity Employer, and the Education Department is committed to the principle of equality of opportunity for all employees, regardless of race, sex, marital status, disability, age or trade union membership. It welcomes applications from all sections of the community.

SECONDARY SCIENCE
continued

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

THE BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL

(14 - 18 Upper)

ROLL 1329

SCIENCE SCALE 1

Required January, for two terms, a teacher of Biology.

Please contact the Headteacher for further details and application forms (SAE). (92076) 134823

MANCHESTER
CITY COUNCIL
Defending Jobs - Improving Services
EDUCATION DEPARTMENT
TEACHER OF PHYSICS/ SCIENCE Scale 1
ELLEN WILKINSON HIGH SCHOOL
Hyde Road, Manchester M12 6BA
Required for January 1986 at this co-educational 11 - 16 comprehensive. This is a permanent full-time appointment.

Established Physics courses are taught in Middle and Upper School together with integrated Science in Lower School.

You would be required to share Physics teaching throughout the school to 16 level, together with some Lower School Science.

An interest in *Micro-electronics and Computers* would be an advantage. All lessons are taught in well resourced laboratories with technical support. There is good specialist accommodation and a laboratory base is available. The vacancy arises due to the promotion of the previous teacher.

Application forms from the Headteacher at the school to whom they should be returned as soon as possible. AN EQUAL OPPORTUNITY EMPLOYER. (92223) 134892

Social Studies

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY

SULLERS WOOD SCHOOL FOR GIRLS
[illegible]

[illegible] required for September 1986 [illegible] Sociology [illegible] Applications [illegible] Education Officer for Schools (T1) [illegible] Crayford, Kent DA1 4AX. Tel: [illegible] 135622

For details refer to Further Education Section. (92042) (92053)

HARROW
EDUCATION COMMITTEE
LONDON BOROUGH OF HARROW
Education Office, P.O. Box 22, Civic Centre, Harrow, Middx.
Tel: 01-863 5611, Ext. 2736

Salary rate supply teachers required for secondary schools.

Application forms from and to be returned to the above office as soon as possible.

Closing: London Allowance Payable.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (93186) 135622

Scale 1 Posts

WEST SUSSEX
IMBERHORNE SCHOOL
East Grinstead
TEMPORARY TEACHER
Required for January, 1986, Teacher of Sociology, O and A level for Easter Term to cover Maternity leave. Temporary up to O.5 teaching is available for those who could offer other teaching in English or Humanities.

Please apply to Headmaster, Imberhorne School, Imberhorne Lane, East Grinstead, Sussex, East Grinstead 25552. (93183) 135622

OLDHAM
METROPOLITAN BOROUGH COUNTHILL SCHOOL
Counthill Road, Oldham
COUNTHILL SIXTH FORM TEACHER
Scale 1
Required for the Spring Term, temporary to 31st August 1986.

Please apply by letter to the Head of the school including full cv and names and addresses of 2 referees immediately.

An Equal Opportunity Employer. (92068) 135622

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunity employer

MALTBY COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1600 on roll. Approx. 200 in 6th form.

Required for 24th February, 1986.

TEMPORARY ASSISTANT TEACHER - SCALE 1.

Temporary Teacher for Mathematics and Science to cover maternity leave. Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to The Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AB (Tel: Rotherham 812864).

G. Crane, Director of Personnel Resources. (92403) 135622

WEST SUSSEX
NORTH EASTERN AREA EDUCATION OFFICE
Goffs Park, Horsham Road, Crawley, Sussex
Full time Teacher required u8Easter or earlier if possible, as peripatetic Literacy Tutor for secondary schools in this area.

Applicants should be qualified, experienced teachers with particular strengths in the teaching of literacy skills.

Form and details from Area Education Officer at the above address, s.a.e. please. (93192) 135622

Scale 1 Posts

BEXLEY
LONDON BOROUGH
For the next four terms the Authority is seeking to employ a number of teachers on a regular basis to provide cover for staff participating in the TRIST programme of in-service training courses.

Contracts will be on a salaried or, if preferred, supply day basis. The teachers appointed will work under the supervision of the TRIST co-ordinator and play an important part in the smooth operation of the programme.

Applications to Chief Education Officer for Schools (T1) [illegible] Crayford, Kent DA1 4AX. Tel: [illegible] 135622

For details refer to Further Education Section. (92042) (92053)

Special Education

Headships

BOLTON
METROPOLITAN BOROUGH
LOSTOCK SCHOOL
Tempest Road, Lostock BL6 4EU
HEAD TEACHER GROUP 4 S (Plus Head Teacher's Residential Allowance)

Head Teacher required from 1st September 1986 for this newly established school for 50 pupils with behavioural and emotional difficulties, including a 28 place residential unit organised by a Head of Care.

Application forms and further details obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned thereto by 10th January 1986.

An Equal Opportunity Employer. (93185) 135622

Sixth Form and Tertiary Colleges

Scale 1 Posts

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunities Employer)

RICHMOND UPON THAMES COLLEGE (TERTIARY)

SENIOR LECTURER CONSTRUCTION & CIVIL ENGINEERING

Scale 1 Posts

CORNWALL
WHITSTONE HEAD SCHOOL
Whitstone, Holsworth, Devon EX22 6TJ
Co-educational residential school for children, aged range 11 - 17 years, with emotional, social and behavioural problems.

Required Easter 1986 Scale 1 teacher of General Science/ Human Biology or General Science (including Physics) Experience/ qualifications in Special Education desirable but not essential.

Salary Burnham Scale for Special Schools plus allowance for extraneous duties.

Single or married accommodation available. Possible employment of spouse as Housemother. However, this should not deter female applicants.

Apply by letter with details of experience, qualifications and the names of two referees to the Headmaster. (92209) 160022

LONDON
Special Education Teacher wanted immediately and in April for Private School for Mentally Handicapped Children. Small classes. Burnham allowances.

Apply with C.V. to Mrs. C. Lehman, 1011 Finchley Road, NW11 7HB. (92307) 160022

OLDHAM
METROPOLITAN BOROUGH OF HARDMAN FOLSCHOOL
Dean Head, Scholfield, Mancheater M35 0NY
TEACHER IN CHARGE
Required immediately at this school for emotionally and socially disturbed children.

A general class teacher is required for a class of up to 7 children of middle school age.

The post is temporary to 31st August 1986.

Please apply by letter to the Head of the school, including full cv and names and addresses of 2 referees by 31st January 1986.

An Equal Opportunity Employer. (92067) 160022

SOLIHULL
EDUCATION COMMITTEE
REYNALDS CROSS SCHOOL
Hastings Cross Road, Shirley, Solihull
ASSISTANT TEACHER, SCALE 1 PLUS S.S.A.
Required as soon as possible, at this school for children with severe learning difficulties, a suitably qualified and experienced teacher to take a class of children aged 16 to 19 years who have profound multiple learning difficulties.

Application form and further details from the Director of Education, P.O. Box 800, Council House, Solihull B91 3QU. But returnable to the school. Closing date: 10th January 1986. (92410) 160022

WEST YORKSHIRE
Required from after Easter 1986 a qualified experienced Teacher of the Deaf for the post of Assistant Teacher (Scale 1). Applicants offering geography as a main subject and able to teach this subject to C.S.E. and 16 preferred.

Apply in writing to the Headteacher, St. John's School for the Deaf, Church Street, Boston Spa, Wetherby, West Yorkshire. (92819) 160022

Independent Schools

By Subject Classification

Economics & Business Studies

Other Assistants

WEST SUSSEX
CHRIST'S HOSPITAL

Owing to the illness of the Head of Department a GRADUATE is required to teach A level ECONOMICS & POLITICS for two terms from January 1986.

For details telephone Horsham 52547 or 53487. (93159) 135224

Music

Other Assistants

BOLTON
BOLTON SCHOOL
(HMC - 1000 boys 8 - 18, Govt. A.P.S. School)
Required for January 1986 a well-qualified and experienced violinist/VIOLA specialist on STRING INSTRUMENTS (principally cornet, trombone and euphonium) to give individual lessons to approximately 60 pupils per week over a three day period.

This is a part-time position for which the hours are negotiable. S.M. duties. A willingness to be involved in the lively extra-curricular musical life of the School essential. There is a flourishing Jazz Group and considerable possibilities will in the Department for the further development of ensemble and orchestral work.

Applications to the Headmaster, Bolton School (Boys' Division, Chorley New Road, Bolton BL1 4PA within 7 days. (92046) 135224

LONDON SW15
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Specialist Trombone Teacher wanted 1 day per week. Ability to teach piano an advantage. Starting January 1986.

Please apply with C.V. and references to the Headmistress. (92077) 135554

Science

Other Assistants

EALING W5
ST ANNE'S CONVENT SCHOOL
Little Ealing Lane, Ealing, London W5
Required from 24th February 1986, an experienced, qualified teacher of Biology to 'O' level and 'A' level. Full-time, temporary appointment during maternity leave.

Please apply in the first instance, enclosing c.v. a names and addresses for two references; the school will be closed 23rd December until 2nd January. (92110) 160022

BROMLEY
HOLY TRINITY CONVENT SCHOOL
81 Plaistow Lane, Bromley
Tel: 01-460 1716
(1400 girls)
Required January 1986 Graduate to teach Biology (7) & A level.

Please apply with c.v. names of 2 referees and telephone no. to Headmistress. (92423) 160022

Pastoral

Other Assistants

BERKSHIRE
Reasonable, mature resident Housemistress required as soon as possible for International girls Sixth Form College. Age range 18 - 21. Flat. Applicant age child to be accommodated.

Write with C.V. to Principal, Wellsworth College, Nr. Reading RG7 [illegible] (92062) 160022

Other than by Subject Classification

Other Assistants

BERKSHIRE
DOLPHIN SCHOOL
Hurst, Berks.
A Montessori Teacher is required for January 1986 for the nursery department of the Dolphin School, which caters for bright children aged between 3 and 7 years.

Applicants need to be energetic and imaginative, preferably with an interest in music. Driver essential. Burnham Scale 1.

Applications, including a c.v. and the names and addresses of two referees to the Headmistress, The Dolphin School, Hurst, Berkshire RG10 0RP. (93197) 135564

DEVON
Required from Easter 1986

An experienced and well qualified teacher of Science and Mathematics in this group of independent residential school catering for 60 boys of secondary school age with social, emotional and behavioural problems.

This job frain as post which will carry with it responsibility for overseeing of the Mathematics programme throughout the school, including guidance to the use of the curriculum for a small team of staff involved with the day to teaching of Mathematics/ Arithmetic programmes. There is also responsibility for teaching General Science to all age groups throughout the school.

A full examination programme is followed throughout the school by boys in their final two years.

The successful candidate would be expected to contribute a maximum of 5 hours extraneous duty of supervisory/pastoral nature which would be remunerated at the current B.D.A. rates.

Further details and application forms available from the Headmaster, Bradfield House School, Willand, Cullompton, Devon. Tel: Cullompton 33462. (92954) 135564

LONDON N.16
INDEPENDENT JEWISH DAY SCHOOL
Urgently requires qualified Junior School Girls' Secretary 1986. Burnham Salaries.

Please apply in writing to: Director of Education, Clarkwell House, Clarkwell Hill, London N16 5RP. (92013) 135564

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
Former Direct Grant Girls' School
Required for the beginning of the summer term a part-time teacher (approx. 8 hours a week) for individual and group lessons.

Applicants should be able to coach candidates for examinations of the Guildhall School of Music and Drama, the London Academy of Music and Dramatic Art and Trinity College of Music.

Please apply to the Headmistress with names and addresses of two referees. (93445) 135564

LONDON WC1
Required urgently experienced tutors for P/T & F/T posts to teach 'O' & 'A' level Economics, Statistics and 'O' level Computer Studies and Mathematics.

For interview please telephone the Registrar or write enclosing Curriculum Vitae. Central G.C.E. Tutorial Colleges, 8 Herbrand St., London WC1. Tel: 01-636 6622. (opposite Russell Square Station). (92068) 135564

LONDON
Junior Girls School in North London requires full/part-time teacher for General Subjects. Please Phone 01-800-8513. (92079) 135564

MASTER/MISTRESS
requiring posts in Independent Schools should write with s.a.e. to: Sec. P.T.S., Pool Cottage, Manston Road, Sillinghurst, Sussex. (17488) 135524

SUSSEX
Two teachers are required at the Rikkyo School in England, one to teach Science and one to teach Mathematics. The teachers MUST be able to read, write and understand the THREE japanese scripts, and must be able to teach the Japanese curriculum as recognised by the Ministry of Education in Japan. The teachers must be graduates, having passed the Japanese University.

Please reply to the School Secretary, Rikkyo School in England, Rectory Lane, Rudgwick, Horsham, West Sussex RH12 3BE. (92845) 135624

U.S.A.
THE ANGLO-AMERICAN SCHOOL
New York, U.S.A.
Required for September 1986 Teachers in the following areas:

CHEMISTRY AND PHYSICS to G.C.E. 'O' level.
ART to G.C.E. 'O' and 'A' level.
MATHEMATICS to G.C.E. and I.B.

NURSERY SCHOOL trained teachers (2).

Send c.v. to Paul Beresford-Hill, Headmaster, The Anglo American School, 18 West 85th Street, New York, N.Y. 10024.

Interviews in London in mid February. (92215) 135624

Preparatory Schools

Headships

HEADMASTER and Partner sought for new preparatory school, Sco Partnerships. (92877) 200010

Other than by Subject Classification

Other Assistants

HARROW
Required for January, 1986.
CLASS TEACHER for small class of 8 - 9 year olds. General subjects, musical or other talents an advantage.

Apply with c.v. and refs./ testimonials to: Headmaster, Harrow Hill School, 33 Sheepcote Road, Harrow HA1 3JL. (93285) 205624

LINCOLNSHIRE
Required April or September Form teacher for 7 to 8 year olds.

Small classes. Starting Salary Burnham + £438. Willingness to enter fully into school life essential.

Apply with names, addresses & phone numbers of 2 referees to: The Headmaster, St. Hugh's School, Woodhall Spa, Lincs. Tel: (05265) 56158. (92051) 205624

LONDON
Inner London Education Authority
NORTH EAST LONDON COLLEGE
Romford Road, Walthamstow, London E7 9HU
Tel: 01-691 0006
(24 hour Answering Service)
DEPARTMENT OF COMMUNICATION & LIBERAL STUDIES
LIBRARY LECTURER I IN CONTINUING EDUCATION (Ref. G 135)

Required immediately, for approximately two terms, to teach Oral/Communication Skills to adult returners to study, including students with *Special Educational Needs*, and to cater for a group of students on an Adult Continuing Education course. Some relevant experience is essential.

Salary in accordance with the Burnham (FE) Report/ Lecturer on incremental scale with the range £6,207 - £11,097 plus £1,035.00 Inner London Allowance). Starting point depends on qualifications, training and experience. Salary scale subject to formal approval.

Further information and application forms may be obtained from the College at the above address - Tel: 01-691 0006 (24 hour Answering Service).

Application forms to be returned by FRIDAY 10 JANUARY 1986. It is essential to quote the correct reference number.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (92231) 220026

LONDON
Junior Girls School in North London requires full/part-time teacher for General Subjects. Please Phone 01-800-8513. (92079) 135564

MASTER/MISTRESS
requiring posts in Independent Schools should write with s.a.e. to: Sec. P.T.S., Pool Cottage, Manston Road, Sillinghurst, Sussex. (17488) 135524

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Please reply to the School Secretary, Rikkyo School in England, Rectory Lane, Rudgwick, Horsham, West Sussex RH12 3BE. (92845) 135624

U.S.A.
THE ANGLO-AMERICAN SCHOOL
New York, U.S.A.
Required for September 1986 Teachers in the following areas:

CHEMISTRY AND PHYSICS to G.C.E. 'O' level.
ART to G.C.E. 'O' and 'A' level.
MATHEMATICS to G.C.E. and I.B.

NURSERY SCHOOL trained teachers (2).

Send c.v. to Paul Beresford-Hill, Headmaster, The Anglo American School, 18 West 85th Street, New York, N.Y. 10024.

Interviews in London in mid February. (92215) 135624

Colleges of Further Education

Other Appointments

HAMPSHIRE
COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
LECTURER GRADE I IN PAINTING AND DECORATING
Post Number 248, required to commence as soon as possible.
Salary Scale £6,354 - £11,331

Application forms and further details available from The Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WX (enclosing large s.a.e.) to whom completed application forms should be returned by 24th January 1986. (93176) 220026

LONDON
Inner London Education Authority
NORTH EAST LONDON COLLEGE
Romford Road, Walthamstow, London E7 9HU
Tel: 01-691 0006
(24 hour Answering Service)
DEPARTMENT OF COMMUNICATION & LIBERAL STUDIES
LIBRARY LECTURER I IN CONTINUING EDUCATION (Ref. G 135)

Required immediately, for approximately two terms, to teach Oral/Communication Skills to adult returners to study, including students with *Special Educational Needs*, and to cater for a group of students on an Adult Continuing Education course. Some relevant experience is essential.

Salary in accordance with the Burnham (FE) Report/ Lecturer on incremental scale with the range £6,207 - £11,097 plus £1,035.00 Inner London Allowances). Starting point depends on qualifications, training and experience. Salary scale subject to formal approval.

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Application forms to be returned by FRIDAY 10 JANUARY 1986. It is essential to quote the correct reference number.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (92231) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE

SCHOOL OF TECHNOLOGY

SENIOR LECTURER IN CONSTRUCTION AND CIVIL ENGINEERING

Graduate/Chartered Structural Engineer with relevant industrial experience and preferably teaching experience to teach mainly structural subjects at Higher Technician level.

Successful candidates must be willing to act as Collegium-tutors, teaching up to two hours of tutorial curriculum weekly to mixed tutor groups.

Salary scale: BY £11,733 - £15,195 plus £78 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of date of advertisement, may be obtained from the Administrative Officer, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Foolscap self-addressed envelopes only). (92043) 220026

WIGAN
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
WIGAN COLLEGE OF TECHNOLOGY
LECTURER I IN FASHION
Required to start as soon as possible.

Applicants should be well qualified to teach fashion mainly to students on BTEC Courses in this developing tertiary college. Good organisation ability is essential and industrial experience an advantage (re-advertisement).

Application forms and further particulars from, and turnable within 28 days to the Chief Administrative Officer, Wigan College of Technology, Parson's Walk, Wigan WN1 1RR. (93193) 220026

University Appointments

DURHAM
UNIVERSITY OF DURHAM

SCHOOL OF EDUCATION

LECTURESHIP IN EARLY CHILDHOOD EDUCATION

Applications are invited for the post of Lecturer in Early Childhood Education (4 - 8 years) in the School of Education from 1st April 1986.

The person appointed will join a primary team and will be concerned with the professional training of students in initial teaching courses both the B.Ed. degree and the P.G.C.E. (Primary Course). Applicants should be graduates with a Primary Schools and a higher degree in Education. Research and/or publications on Primary Education would be an advantage. Applicants should be able to offer expertise in more than one area of the professional training of Primary teachers.

The initial salary will be £7,920 - £13,620 according to age and qualifications.

Applications (three copies), including the names of three referees should be sent to the Registrar and Secretary, University of Durham, Old Shire Hall, Old Elvet, Durham DH1 3HP, not later than Thursday 2nd January 1986. (92044) 280000

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG

(Tel: Rotherham 369111, Ext. 201)

u28 Required as soon as possible

LECTURER I IN BUSINESS STUDIES

Salary: £6,207 - £11,097 p.a. To teach B.T.E.C. National module, The Organisation in its Environment and to contribute to the teaching of other Business studies subjects, including 'A' Level Economics.

Applicants should have graduate or equivalent qualifications, recent relevant commercial and industrial experience and preferably be teacher trained. Closing date: 3rd January, 1986.

On receipt of a s.a.e. or further details of the post can be obtained from the Principal of the College at the above address to whom completed applications should be submitted. G. Crane, Director of Personnel Resources. (92403) 220026

Preparatory Schools

Headships

HEADMASTER and Partner sought for new preparatory school, Sco Partnerships. (92877) 200010

Other than by Subject Classification

Other Assistants

HARROW
Required for January, 1986.
CLASS TEACHER for small class of 8 - 9 year olds. General subjects, musical or other talents an advantage.

Apply with c.v. and refs./ testimonials to: Headmaster, Harrow Hill School, 33 Sheepcote Road, Harrow HA1 3JL. (93285) 205624

LINCOLNSHIRE
Required April or September Form teacher for 7 to 8 year olds.

Small classes. Starting Salary Burnham + £438. Willingness to enter fully into school life essential.

Apply with names, addresses & phone numbers of 2 referees to: The Headmaster, St. Hugh's School, Woodhall Spa, Lincs. Tel: (05265) 56158. (92051) 205624

KEIGHLEY TECHNICAL COLLEGE
Applications are invited for the following posts:

DEPARTMENT OF ENGINEERING
Post Ref. 85/127

Lecturer Grade I – Electrical/Electronics/ Micro-Electronics Engineering

The successful candidate will be able to teach Electrical and Electronics Principles and Applications to a range of levels including E.T.E.B. basic training, Y.T.S. courses, School Link and Evening course work.

Academic ability to HNC or equivalent standard, together with good industrial experience and preferably a teaching qualification are the requirements for this post.

Salary – from £8,204 to £11,037 per annum.

DEPARTMENT OF GENERAL EDUCATION SCIENCE AND COMPUTING
Post Ref. 85/133

Lecturer Grade I – Education Studies

The lecturer appointed to this post will be able to teach Education Studies primarily at Certificate of Education level to the N.E.E. course. The course Tutorship may be available for a suitably experienced candidate.

Applicants must have a recognised teacher training qualification (Cert. Ed or B.Ed) in Nursery or Nurseryinfant Teaching and/or an N.N.E.B. Certificate.

Salary – from £8,204 to £11,037 per annum.

It is important that candidates are aware of the multi-cultural nature of the College and have an understanding of the multi-racial community which is served by the College. Therefore, a willingness to promote equal opportunities in race relations by the development of appropriate learning situations is desirable.

The College operates an extended year.

Application forms and further details and available from the College Administrator, Keighley College, Cavendish Street, Keighley, West Yorkshire BD21 3DF, Telephone Keighley (0535) 85421.

The closing date for the receipt of completed application forms is 31st December 1985. (16955)

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated

City of Bradford Metropolitan Council

CYNGOR SIR
COUNTY COUNCIL

COLEG TECHNEGOL GWYNEDD, BANGOR
Yn alsiau arbyn mis Ionawr, 1986, neu cyn gynted ag sy'n bosibl wedi hynny -

(1) DARLITHYDD GRADDFA I
mewn ELECTRONEG.

Dylai ymgeiswyr fod yn raddedigion neu dylai fod ganddynt gymwysterau proffesiynol cyfatebol gyda phrofiad addas mewn diwydiant.

(2) DARLITHYDD GRADDFA II
fel CYD-GYSYLLTWR
TIWTOR CWRS I GWRS B/CAT
CELF A DYLUNIO GYFFREDINOL

Rhoddir blaenoriaeth i ymgeiswyr diwyddiathog.
Gydag yn ynal â Graddolaydd Addysg Bellach Bumham:-
Darlithydd Gradd/ie I - £9,324 - £11,247
Darlithydd Gradd/ie II - £7,926 - £10,845
Ffurflennl cais a manylion pellach oddi wrth y Prifathro, Coleg Technegol Gwynedd, Ffordd Friddoedd, Bangor. (Tel: Bangor 364186).
Dyddiad cau - 20 Ionawr, 1986.

Required for January, 1986, or as soon as possible thereafter -

(1) LECTURER GRADE I in ELECTRONICS
Applicants should be graduates or hold an equivalent professional qualification with appropriate industrial experience.

LECTURER GRADE II as CO-ORDINATOR/COURSE TUTOR FOR THE B/TEC GENERAL ART AND DESIGN COURSE.

Preference will be given to bilingual applicants.
Salary in accordance with Burnham F.E. Scales:-
Lecturer Grade I - £9,324 - £11,247
Lecturer Grade II - £7,926 - £10,845
Application forms and further particulars from the Principal, Gwynedd Technical College, Friddoedd Road, Bangor. (Tel: Bangor 364186).
Closing date - 20th January, 1986. (16956)

KIRKLEES
Metropolitan Council

DIRECTORATE OF EDUCATIONAL SERVICES

PRINCIPAL DESIGNATE – TERTIARY COLLEGE REF 1203

BURNHAM FE GROUP 6 – mid point £23,932 per annum, subject to national agreements.

In September 1987 a new tertiary college will be established in Dewsbury following the closure of Wheelwright Sixth Form College and Dewsbury and Batley Technical and Art College (DABTAC). The new institution, based in the premises currently occupied by DABTAC will provide post-16 education to the majority of young people in Dewsbury and will provide vocational education and training of the wider community of North Kirklees.

The Authority wishes to appoint, with effect from the beginning of the summer term 1986 or as soon as possible thereafter, a Principal Designate who will undertake the major managerial role in planning the new college. The person appointed will be able to concentrate exclusively on the task as management of the existing colleges will remain with the Principals in post until the date of reorganisation.

Further details and application forms are available from the Director of Educational Services (ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

Closing date for receipt of applications is 10 January 1986.

An equal opportunity employer. (16951)

Norman Walker Foundation for Mental Handicap
Established 1969

Principal: NORMAN K. WALKER

HEAD TEACHER/HOMES MANAGER

A Head Teacher/Homes Manager is required at the Foundation's premises on the Norfolk/Suffolk border with effect from 1st January, 1986 to have overall responsibility for the care and education of 50 children and young persons who have severe learning difficulties.

This expanding independent establishment is comprised of 4 residential homes, a school, further education and adult training facilities. The successful applicant will play a key role in the continuing widescale development.

Salary range equivalent to Burnham: £12,033 to £13,284 plus allowance for non residential heads of residential special schools = £3,327 per annum; plus use of staff car.

Applicants should be qualified teachers with an advanced qualification, together with residential experience relating to this type of establishment.

The post is non residential.

Previous applicants need not re-apply but will automatically be considered.

For application forms and job description, send foolscap s.a.e. to The Principal, Norman Walker Foundation for Mental Handicap, Woodland Hill, Redenhall, Harleston, Norfolk, IP20 9DW to be returned by Friday, 10th January, 1986 (16178)

APPOINTMENTS IN SCOTLAND

Tayside Regional Council

EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the following promoted posts.

(A) PRINCIPAL TEACHER OF BUSINESS STUDIES
FORFAR ACADEMY
(R.A. £2,952)

(D) PRINCIPAL TEACHER OF GEOGRAPHY
KIRKTON HIGH SCHOOL, DUNDEE
(R.A. £2,385)
(RE-ADVERTISEMENT)

(P) PRINCIPAL TEACHER OF ENGLISH
PITLOCHRY HIGH SCHOOL
(R.A. £1,242)

(P) ASSISTANT PRINCIPAL TEACHER OF PHYSICAL EDUCATION
PERTH ACADEMY
(R.A. £1,629)

TEACHER POSTS

Applications are invited from qualified registered teachers in the following subjects

(A) TEACHER OF BIOLOGY/ GENERAL SCIENCE
FORFAR ACADEMY

(P) TEACHERS OF MATHEMATICS
PERTH HIGH SCHOOL
PERTH GRAMMAR SCHOOL
ST COLUMBA'S RC HIGH SCHOOL, PERTH

(P) TEACHER OF BIOLOGY
KINROSS HIGH SCHOOL

(P) TEACHER OF CHEMISTRY
KINROSS HIGH SCHOOL

Applicants for this post must satisfy the Roman Catholic Church Authorities as to their religious belief and character.

The closing date for receipt of applications for the above posts is MONDAY, 6 JANUARY 1986

Application forms and full details of the above posts are available, according to appointment, from:-
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF
(D) Divisional Education Officer, Floor 6, Nethergate Centre, 55 Yeaman Shore, Dundee DD1 4BU
(P) Divisional Education Officer, 6/8 South Methven Street, Perth PH1 5PF (16179)

ROCKPORT PREPARATORY SCHOOL
Craigavad, Co. Down, Northern Ireland

APPOINTMENT OF HEAD

The Governors of Rockport, invite applications for the position of Head, which becomes vacant in July, 1986.

The Head is responsible to the Governing Body for internal administration of the school, including appointment of staff and admission of pupils.

Applicants should hold a qualification accepted by the Department of Education and Science.

The salary offered at appointment is equivalent to or above the Burnham Scale for Head Teachers of Group 4 Schools (though not tied to Burnham Scales), with free living accommodation provided in a delightfully situated, modern and self-contained home within the school grounds. If a Headmaster is appointed it is hoped that his wife will take on responsibility for catering and general welfare of the pupils and a suitable remuneration will be agreed.

Applications should be submitted as soon as possible and not later than 31st December, 1985. They should include brief details of the career and qualifications of the applicant (and his wife, if relevant), together with names and addresses of not more than two referees.

Craigavad is a delightful residential district within easy access to good shopping centres in Holywood and Bangor. Golf, boating and other outside sporting activities are also available in the district.

Applications for the position should be addressed to Chairman of the Board of Governors, *Rockport Preparatory School, Craigavad, County Down, Northern Ireland.*

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate.
Teacher training would be an advantage but training can be given on an in-service basis.

Head of Department

Bell College of Technology, Almada Street, Hamilton ML3 0JB. Mechanical and Production Engineering. Head of Department (Grade 15). Candidates must have an honours degree in mechanical or production engineering and experience in a senior position of responsibility in higher or advanced further education.

Salary
Head of Department Grade 15 £18,960

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from The Principal of the College concerned to whom completed applications should be returned not later than 27th December, 1985.

Eward Miller
Director Of Education

DEPARTMENT OF TEACHER EDUCATION

Temporary Lecturer II in Pre-Vocational Education

Salary: £7,926 – £12,705

To contribute to the initial training of intending and practising teachers in FE in one or more of the following areas of expertise:

- **teaching basic/core skills;**
- **students with learning difficulties;**
- **the planning of pre-vocational courses.**

The post is available from 7 April 1986 to 31 August 1987. Applications are particularly invited from teachers who may be considered for secondment from their present posts.

Further details and an application form may be obtained from the Deputy Registrar, to whom completed forms should be returned by 10 January 1986.

(16004)

BOLTON INSTITUTE OF HIGHER EDUCATION
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

Fellowships, Studentships and Research Awards

CAMBRIDGE
MAGDALENE COLLEGE
Cambridge
SCHOOLMASTER FELLOW COMMONERSHIPS, 1986-87 AND 1987-88

Applications are invited for Schoolmaster Fellow Commonerships at Magdalene College. Each Fellow Commonership is for one term during the academical years 1986-87 and 1987-88, though applications will also be considered from masters who can only obtain leave of absence from their schools for periods of 4 - 6 weeks. Free accommodation and meals are provided and the Fellow Commoner receives an emolument of £190. One Fellow in each year will be designated the Walter Hamilton Schoolmaster Fellow Commoner.

The purpose of the Fellow-Commonership is to enable the Schoolmaster either to carry out a small project of his own choosing in an academic environment without external hindrance or interference, or to acquire information through contacts in the Colleges and University Departments including the Department of Education.

Preference will be given to Schoolmasters who teach sixth forms and help prepare pupils for universities.

Applicants should send a Curriculum Vitae to the Senior Tutor, Magdalene College, Cambridge, and ask their Principal/Headmaster to send a brief letter in support of their application.

The closing date for receipt of applications is 6 April 1986 (for candidates applying for the academical year 1986-87) and 1 October 1986 (for candidates applying for 1987-88). (924067) 380000

Adult Education

LONDON
ENGLISH LANGUAGE (Part-time)
To teach one evening session. Assess and allocate adult candidates for GCE 'O' English; contribute to curricular development. 100 hours per academic year. Burnham F.E. rates.

Apply to: Warden, Working Men's College, Crowndale Road, NW1 1TR. Tel: 387 2037. (93190) 380000

Youth and Community Service

GRAMPIAN
REGIONAL COUNCIL

COMMUNITY EDUCATION WORKER

Ref. 1115/85. Based in Northfield Community Centre, Aberdeen, a large free standing centre. Applicants must hold a Diploma in Youth and Community Work or Adult Education, have relevant full-time experience and an interest in senior youth work.

Salary scale £8,154 to £10,638 (plus irregular hours and weekend payment).

Further information from Mr. B. Mackay, Northfield Community Centre (Tel: Aberdeen 695416).

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 10th January. Anaphone out of office hours, Tel: Aberdeen 692887. (93171) 440000

Overseas Appointments

CHRISTIAN TEACHERS FOR AFRICA
To teach Biology, Chemistry, Agriculture, TEFL, Arts and Commercial Subjects in Secondary Schools. Secondary teacher of the blind and Carpentry instructors also needed.
Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St Albans, Herts. AL2 1AR. Tel: Bowmansgreen (0727) 24853. (17282) 460000

FRANCE
NANCY FRANCE SCHOOL OF ENGLISH FOR ADULTS
URGENT NATIVE SPEAKER
EFL teacher required for January 86. Minimum qualifications: degree in Languages, preferably French, TEFL qualifications and/or experience in teaching adults. Full time contract.
Salary: 5400 Frs/month minimum.
Apply with cv, photo and references to: The McKees, 25 Rue Lieutey 54000 Nancy France. Tel: 83 35 04 84. (92077) 460000

SUMMER TEACHING JOBS IN AMERICA! work on American childrens' camps, mid-June to end August: see ad under 'Holidays and Accommodation'. (94253) 460000

ASSISTANT EDUCATION OFFICER (ADULT EDUCATION) Ref no: EDU/1647/CO

Salary Scale: PO (9-12) £14,025-£15,111

RE-ADVERTISEMENT: Previous candidates should indicate whether they wish their application to be brought forward.

This is a new post arising out of a recent re-organisation of the Avon Adult Education Service. The Post offers an opportunity for substantial experience in an exciting and challenging area of work.

The successful candidate will be a graduate with teaching experience. Experience in adult education or in educational administration would be an advantage. The Principal may be suitable for candidates from the teaching profession wishing to take educational administration for the first time.

Further details and application form, returnable by 10th January 1986, from the Director of Personnel (Tel: Bristol 298565 – Ansafone on this number after office hours); PO Box 279, Avon House, The Haymarket, Bristol, BS99 7HE.

Please quote reference number.

Education Department (18068)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

PLEASE MENTION THE T.E.S. when replying to advertisements

Saudi Arabia Support Department

ENGLISH LANGUAGE TEACHERS

TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace has continuing requirements for qualified male English Language Teachers to join our staff in Saudi Arabia and teach English to students and cadets beginning their training in the Royal Saudi Air Force.

These are excellent opportunities for experienced teachers to earn high salaries which will be *tax-free*, subject to completing a minimum of one year's service in Saudi Arabia. Those appointed will be working in well equipped educational facilities as part of our large British expatriate staff.

Applicants must be UK citizens under the age of 50 whose mother tongue is English. The minimum qualifications for these posts are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience of TEFL.

In addition to the high *tax-free* salary, successful candidates will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 060/TES, to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Warton Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
...up where we belong

LONDON BOROUGH OF MERTON
EDUCATION & RECREATION DEPARTMENT

BOROUGH YOUTH WORKER (F.004)

SALARY–The post is graded on the J.N.C. Report for Youth Workers and Community Care Centre Wardens Range Three (points 4–8) currently £8,595–£9,651 plus London Allowance of £1,038 = £9,633–£10,689, which will be subject to enhancement following the 1985/86 Award.

The postholder will be assisted by a Part-Time Clerical Worker and a Casual Car user's Allowance is attached to the post.

Conditions of service are in accordance with the J.N.C. Report as supplemented by the Borough's staff policy.

Applications are invited from qualified and experienced Youth Workers for the above post which will, in the first instance, involve undertaking a peripatetic role, offering professional support to centres where part-time staff only are currently employed.

Following a local review by Alan Thompson, C.B., the service is in the process of re-organisation and the successful applicant will subsequently be offered a post in charge of one of three 'model' Youth Centres.

Application form and full details available from the Director of Education & Recreation, Crown House, London Road, Morden, Surrey SM4 5DX Tel: 01-648 3266.

Closing date: 10th January, 1986.

Applications from employees of the GLC/MCC's with relevant qualifications and experience will be welcome.

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER (18048)

Leisure Services/Youth and Community

Specialist Unemployment Youth Workers

£8,357-£9,103 p.a.

Will you help us to work with young people who are doubly deprived as a result of being racially disadvantaged and unemployed?

In recognising the need to make meaningful provision for the young unemployed Nottinghamshire County Council is developing its existing network of support services with the appointment of three youth workers who will specialise on unemployment issues. All three workers will be based at centres in deprived areas of the City of Nottingham.

Qualified Youth Workers are required (male or female), particularly those who can demonstrate a feeling for and a knowledge of commitment to assisting young Afro-Caribbean people.

Hyson Green Boys Club
Tarrace Street, Hyson Green, Nottingham
This is a large inner city youth club catering almost exclusively for Afro-Caribbean young people. The main emphasis of the specialist unemployment youth worker is to ensure that the resources of this expansive centre are effectively used to meet the needs of local unemployed young people.

Tennyson Hall Youth Club
Old Windley School, Forest Road, Nottingham
This is a recently modernised centre in the Forest Field area of Nottingham's inner city. The role of the specialist unemployment worker is to develop and co-ordinate provision for young unemployed Afro-Caribbean women in both the catchment areas of the centre and the adjoining area of Radford.

Bulwell Youth Club
Coventry Road, Bulwell, Nottingham
This Club has in recent times encouraged a "community approach" to work with the unemployed to the extent that a specialist unemployment worker is required to co-ordinate and expand provision.

Relocation expenses where appropriate.

For further information and informal discussion contact Chris Mackay, telephone Nottingham (0602) 418811 or John Clayton, telephone Nottingham (0602) 624624, ext. 364.

Request for application form and job description should be made in writing to the Staffing Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, accompanied by a self addressed envelope. Closing date 13 January. Please quote ref. 119.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

Are you the person we need in S.E. Asia?

Are you looking for a move into 'top-league' ELT publishing? Do you have the sort of EFL experience that other teachers respect? Do you know enough about S.E. Asia to know that you would like to live and work there?

LONGMAN ELT is looking to consolidate its presence in S.E. Asia and we need an ELT Sales and Marketing Executive to help us.

You would be based in Thailand and would travel widely throughout this key market visiting schools, universities and distributors, and also training teachers in the use of Longman materials. You would also play a role in our established operations in Hong Kong, Malaysia, Singapore and Indonesia. Obviously a knowledge of local languages would be a help, but is not a pre-requisite.

If you feel you have the experience and enthusiasm to join our committed world-wide team, please write enclosing full Curriculum Vitae and details of current salary to:

Fiona Baker, Personnel Executive, Longman Group, Longman House, Burnt Mill, Harlow, Essex, CM20 2JE.

Longman (8013)

Posts Overseas

Japan

Assistant in English Communication Skills, Ueno Gakuen Junior College, Saitama, Tokyo

Duties: to assist the Communication Skills Supervisor with materials preparation, teacher training, residential courses and extra-curricular activities; to teach Practical English to FCE (possibly CPE & RSA) exam level to female Japanese students aged 18+.
Qualifications: candidates should be British, preferably aged 25-32 with a UK first degree, RSA Dip TEFL or PGCE TEFL and at least three years' relevant TEFL experience.
Salary: local salary of Yen 3,760,000 per annum (£1=Y294 approximately).
Benefits: free college accommodation or rent allowance; fares and baggage.
Contract: two-year local contract from March 1986, guaranteed by the British Council.
Closing date for applications: 13 January 1986.
Reference: 85 B 721

Lesotho

Nine senior teaching posts, three in English, three in Mathematics and three in Physical Science to form three teams at Hlotse High School, Mohale's Hoek High School and Lesotho High School.

Duties: to teach English, Mathematics, or Physical Science to 'O' level; to develop the professional skills of teachers of the same subject first at the base school and then in the surrounding region using the base school as an in-service training; to write teaching notes as necessary; to collaborate across the subject areas with the other teachers in the team and to be responsible to the headmaster for activities in the school and to the Circuit Senior Education Officer for activities in the region. The ratio of teaching/teacher training is expected to be 4:1 in the first year, becoming 1:1 thereafter.
Qualifications: a recognised university degree in a relevant subject area, plus a teaching qualification and 10 years' teaching experience at secondary level are essential. Experience overseas and as a head of department are desirable.
Salary: £10,230-£13,401 per annum free of UK income tax.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contract: initially for two years with the British Council starting as soon as possible.
Closing date for applications: 24 January 1986.
Reference: 85 K 82-84T English
85 K 85-87T Mathematics
85 K 88-90T Science

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

OVERSEAS continued

ITALY
MILAN
Managers Communicative Development needs experienced E.F.L. Teacher to begin January 1986. Minimum one year contract, paid vacations and return travel. Competitive salary.
Contact Pamela Kvilekval on (0344) 485 133 or send c.v. to 19 Haywood, Bracknell, Berks. RG12 4Wa. (93158) 460000

SPAIN
ST. ANNES SCHOOL
Madrid
Required for January, British Native, Infant/Junior Teacher, full time for bilingual school.
Further details apply, Headmistress, Mrs. Smyth, St. Annes School, Torres 3, Madrid, 28002. Tel: Mad. 2592455 or Mad. 7156064 (Holidays). (93199) 460000

Senior Lecturer (Biology) The Gambia

As a contribution to the Gambia's teacher training efforts, the Overseas Development Administration has agreed to provide the services of a Science Lecturer to aid the development of teacher education.

Working within the Gambia College (School of Education) Brikama, the main local source of trained teachers, the Science Lecturer will teach primary and secondary teacher trainees and assist in a range of other activities. These will include the supervision and assessment of students on practical teaching sessions, the revision and development of the course syllabi and contributing to the upgrading programme for in-service primary teachers. It will also be necessary occasionally to lecture to Agriculture, Nursing and Health Science Students and Students on other courses if required.

Applicants should be British Citizens, aged 28-55, and hold a science degree, with the emphasis on biology, plus a professional teaching qualification.

The post is wholly financed by the British Government under Britain's programme of Aid to the developing countries. The appointment is on contract to ODA, on loan to the Government of The Gambia for a period of two years. Salary (UK taxable) will be commensurate with qualifications and experience and will include an element in lieu of superannuation. A variable tax free Foreign Service Allowance, currently in the range £2,336 to £4,760 is also payable. Other benefits normally include free passages, children's education allowances and medical attention.

For further details and application form, please apply, quoting ref. AH367/SL/TES, stating post concerned, and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 351, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

OVERSEAS DEVELOPMENT ADMINISTRATION
Britain helping nations to help themselves

VACANCIES FOR TEACHERS IN SINGAPORE TANGLIN TRUST LIMITED, SINGAPORE

The Tanlin Trust, founded in 1961, runs primary schools for expatriate children in the age groups 4 to 11 years. There are about 1300 pupils drawn from the English speaking international community, the majority coming from Britain, Australia, Canada and New Zealand. The two major schools are:

TANGLIN JUNIOR SCHOOL
Housed in a new flexibly planned building with air-conditioned classrooms and excellent facilities, the school is divided into 4 year groups, ages 7 to 11. Each year group consists of 6 mixed ability classes.

TANGLIN INFANT SCHOOL
The school is housed in two wings each with spacious classrooms opening on to covered verandahs. Emphasis is placed on developing the school as a single unit. The 630 pupils are divided into 20 classes most of which are horizontally grouped.

CURRICULUM
Similar to that followed in British schools.

SALARIES
Basic Scale : Singapore $1570 to Singapore $2650
Foreign Service Allowance (for head of household only):
Singapore $1200 (single) Singapore $2000 (married)
Additional allowances are paid to Responsibility Post holders.

OTHER BENEFITS
Health
Excellent medical facilities exist both in government and private hospitals and the Trust insures expatriate staff and their dependents against medical and surgical costs and meets the costs of medicine/consultations provided by the Trust's doctors.
Education
The Trust pays basic school fees for staff's children up to the age of 16 schooling in Singapore.
Accommodation
The Trust assists staff in obtaining suitable accommodation and gives a substantial allowance towards rent.
Baggage and Settling-In Allowance
On first contract, a baggage and settling-in allowance is paid as follows:
Single – Singapore $2,500 Married – Singapore $2,700
Air Passages
Air passages at the APEX fare are paid to and from Singapore on joining and final departure and on renewal of contract. One further return ticket may be paid in your final year to enable you to attend an interview in U.K.
Geography
The Republic of Singapore is an island of approximately 226 square miles situated about 85 miles north of the Equator. The tropical climate is pleasant though humid. The average daily maximum temperature is around 30°C. Plenty of sunshine most days interspersed with tropical showers makes Singapore a garden city which prides itself on probably being the cleanest and greenest anywhere in the world.
Shopping Facilities
Shop in excellent air-conditioned supermarkets, department stores and specialty shops offering a full range of luxury and medium-priced goods.
Vacancies
Vacancies will arise at the beginning of the new academic year September 1986 for well-qualified and experienced Junior and Infant school teachers with a minimum of three years teaching experience.

TANGLIN JUNIOR SCHOOL
A teacher for ART, CRAFT & DESIGN who, in addition to teaching all age groups will be responsible for in-service training and the development of craft & design within the school.

TANGLIN INFANT SCHOOL
CLASS TEACHER with experience in all age groups in the infant range. Candidates will be expected to be conversant with current educational thinking and have experience in operating an integrated day.

First contracts are signed for two years and are renewable by mutual agreement.

If you are interested in the prospect of teaching in a delightful environment in a multi-national, multi-cultural city state with its international reputation for stability, productivity and achievements, please reply attaching a brief curriculum vitae sheet by airmail to:

For Tanglin Junior School: Mrs V E Goddan, Headteacher, Tanglin Junior School, Portsdown Road, SINGAPORE 0513.

For Tanglin Infant School: Ms E McNulty, Headteacher, Tanglin Infant School, *Portsdown Road, SINGAPORE 0513.*

Further details and applications forms will be sent to those whose training and experience fit our requirements and interviews will take place in London approximately early March 1986.

(16044)

KUWAIT
GULF ENGLISH SCHOOL

In September 1986 the following vacancies will occur for
PRIMARY DEPARTMENT: (n.o.r. 1300).

Kindergarten Teachers	(3yrs 8mths – 4yrs 8mths)
Infant Teachers	(4yrs 8mths – 7yrs 6mths)
Junior Teachers	(7yrs 8mths – 11yrs 6mths)
E.S.L./E.F.L.	(3yrs 8mths – 11yrs 6mths)
Primary Music Teacher	(3yrs 6mths – 11yrs 6mths)

EXPANDING SECONDARY DEPARTMENT: (n.o.r. 300)
Graduate or graduating teachers of: Mathematics, English, Physics, Chemistry, Biology, French, History, Computer Studies, Accountancy to 'O' level.
Remedial specialist for the school.

TERMS:
Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished, air conditioned accommodation, electricity, water and porterage. No absence bonus, annual gratuity; insurance and annual tax free salary in the range of KD3120 to KD5160.

Applications from single teachers and married teaching couples without children. Air mail full c.v. and recent photograph to: R.W. Sheffield MSc, Principal, Gulf English School, P.O. Box 6320, Hawalli, Kuwait, Arabian Gulf. Interviews in London late February/early March 1986.

REPRESENTATIVE

The ELT division of Macmillan Publishers Overseas is looking for a Representative to join it's successful team in Athens which markets ELT books, audio and video tapes in Greece.

The successful applicant should have a car-driver's licence, be prepared to live and travel widely in Greece and have some teaching or editorial experience in ELT. Fluency at least in basic Greek, is preferred.

A car is provided and career prospects are possible for the right person.

Please apply in writing with full c.v. to: Ms Sue Jones, Macmillan Publishers Limited, Kiafas 5, 106 78 Athens, Greece. (16050)

MACMILLAN

Education Development Scheme

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Aid Programme or within related activities.

Applicants should be British Citizens below the age of 48 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification. In certain circumstances these conditions may be waived for applicants who have been serving under the British Volunteer Programme, provided they have at least 2 years teaching experience in a developing country and hold the minimum academic and professional qualifications.

Awards customarily range from single term short courses to academic year degree courses and cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidates.

Closing date for applications is 1 March 1986.

For further details and application form, please apply, quoting ref. AH386/BR/TES, to: Overseas Development Administration, Room AH 386, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

OVERSEAS DEVELOPMENT ADMINISTRATION
Britain helping nations to help themselves

Education Advisers (2)

£17,862 – £19,179 p.a incl.
Soulbury Headteacher Group 10.

(a) In-Service Training and Professional Development of Teachers.

You will have particular responsibilities for inservice training with a developing policy on staff development across all sectors of the service. The Authority wishes to appoint an adviser who will make a major contribution to this including further development of the Council's equal opportunities policy and practice.

(b) Economic, Political and Social Literacy.

You will have particular responsibilities for economic, political and social literacy. The Authority wishes to appoint an Adviser who will make a major contribution to this including further development of the Council's Equal Opportunities policy and practice.

Application forms and further details are available from the Chief Education Officer, Education Offices, 48-62, Station Road, Wood Green, London N22 4TY. Telephone Number 881 3000 Ext. 3131. Forms returnable by 3.1.86. (16062)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Careers Officer

GRANTHAM S6 £7,920–£8,697

Required at Grantham Careers Office, St Peters Hill, Grantham to undertake the full range of vocational guidance duties.

Applicants should be qualified and/or experienced Careers Officers including those who have recently completed or will shortly be completing DCG courses. Possession of a full current driving licence is essential. A casual car allowance is payable and relocation expenses are reimburseable in appropriate cases.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln LN1 1YL. Telephone Lincoln (0522) 24492.

Closing Date 1 January 1986 (16061)

Lincolnshire
County Council

Administration Local Education Authority

SHEFFIELD
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER (ADMINISTRATION AND TRAINING)
Scale £8,979 - £9,561
Education Department, Careers Service, AUEW House, Furnival Gate, Sheffield S1 3EL.

Applications are invited for this permanent full-time appointment in one of the Service's four area teams. The post carries a reduced generic caseload, including work pre and post 16, with YTS trainees and unemployed clients, and with employers. Will also assist the Area Careers Officer with the identification of training needs within a team of 14 careers officers, and with the Service's Training Officer regarding the provision of training to meet these needs, and with the assessment of careers officers in their probationary year. A small amount of administration work connected with the production of management information is also involved.

Application forms and further details are available from the Chief Education Officer (Ref. ST/PY/PE), Leavygreave House, Broomhall Street, Sheffield S1 2EJ, to whom they should be returned by 10th January 1986.

Sheffield City Council is an Equal Opportunity Employer (920647) 480000

Administration General

BIRMINGHAM
WEST MIDLANDS ADVISORY COUNCIL FOR FURTHER EDUCATION
An equal opportunities employer

ASSISTANT SECRETARY
PO2 £11,850–£12,885

Applications are invited for the post of Assistant Secretary which will become vacant on 1st February 1986. Candidates have a degree or professional qualification, with experience in further education, preferably in examining or assessment work.

With major responsibility for the administration of the Council's external examinations under examinations' regulations, the post holder will also be responsible for the administration of the Council's Advisory Committees which keep under review the development of further education in the region. The person appointed will be involved in a wide spread of subject activities, which initially are likely to include Agriculture, Motor Vehicle and Science 365 (Vocational Preparation).

The post will be subject to the provisions of the Local Government Superannuation Act. Further particulars are supplied with the application form.

Further particulars and an application form from: The Chief Education Officer, Personnel Branch, Room 1, Education Offices, Margaret Street, Birmingham B3 3BU. Telephone 021-235 3001. Closing date 3rd January 1986.

This post is subject to the LMGSC Ring Fencing procedure, with their agreement it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience but priority will be given to employees of the former MCC's. (93191) 500000

HERTFORDSHIRE
LOCHINVER HOUSE SCHOOL
Appointment of
BURSAR

The School is an I.A.P.S. Preparatory School for 300 day boys. The Bursar and Secretary to the Governors is responsible to the Board of Governors through the Headmaster for financial planning and budgeting, keeping the school accounts, maintaining buildings, equipment and grounds and for overseeing catering.

Interviews will be held in January and the appointment is for the 1st June 1986. The post is not residential.

Further details available from the Headmaster to whom application should be sent with CV and the name and telephone numbers of two referees. Closing date for applications is 6th January 1986.

Lochinver House School, Heath Road, Potters Bar, Herts. EN6 1LW. 500000 (92208)

Child Care

HAMPSHIRE
SOCIAL SERVICES

Can you make a positive contribution to the substantial education and development needs of the children in our care, up to 80 children at Winchester Children's Centre, 40 children at Glen House. Both Units cater for children with family or behavioural problems.

TEACHERS
(Burnham Scale 3 plus Community Homes Allowance - £1,110 p.a.)

WINCHESTER
CHILDREN'S CENTRE

1. Senior Teacher, responsible to Head of Studies for Academic Work.

2. Senior Teacher, responsible to Head of Studies for Non-Academic and linked work.

Informal enquiries contact Mr. B. Smith, on Winchester 54809, Ext. 104.

GLEN HOUSE
Sarisbury Green

3. Senior Teacher, responsible for all aspects of educational assessment and the teaching programmes.

Informal enquiries contact Mr. J. Taylor on Locks Heath 64486.

Written requests for an application and job description quoting reference A1/1767 available from Director of Social Services, Trafalgar House, Winchester, Hampshire SO93 8UG. Closing date 6th January 1986. (92921) 540000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Social Services

MACCLESFIELD
HEALTH AUTHORITY

CO-ORDINATOR: DRUGS & SOLVENT MISUSE SERVICE

Required to create and maintain a comprehensive and cost effective service operated on community oriented, multi service basis to combat misuse through active programme of prevention, treatment and rehabilitation, working closely with professional and clinical staff, clients and their families.

Candidates must possess a degree or equivalent professional qualification and have experience of administration, education or training.

Car owner/driver essential.

Salary: A & C Scale 4

For further information and application form (contact Unit Personnel Officer, Portland House, Victoria Road, Macclesfield SK10 3JH. Tel: Macclesfield 21000. Ext. 3303. Closing date: 17th January 1986. (924071) 430000

Miscellaneous

CENTRAL LONDON YOUTH PROJECT
PART-TIME TUTORS POSTS - COMPUTER LEADER, PHOTOGRAPHY
We are looking for part-time tutors for youth and adult evening and weekend sessions for a range of Information Technology classes and to teach photography in our new purpose built facilities.
Experience with working with young people an advantage. Applications are also invited from people experienced in teaching computer studios to the deaf.
CLYP is an equal opportunities employer.
Please send your c.v. to the Secretary, CLYP, 9H-103 Long Acre, London WC2E 9NR. (93170) 660000

YORSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Appointment of DEPUTY SECRETARY

Applications are invited for the above post following the retirement of the current holder. Applicants should have good academic qualifications, experience at a senior level in a public examinations board and a current driving licence. The post is to be located at the Board's Harrogate Office.

The successful candidate will be responsible to the Secretary for running the Board's examinations and may have a deputise for the Secretary on any of the major committees of the Board and of the Northern Examining Association.

The Salary scale is from £18,093 p.a × three increments of £432 to £19,389. An essential car user allowance is payable.

Applications are required to reach the Board by no later than Friday, 17th January, 1986. Further details of the post and details of how to submit an application may be obtained by sending a first class stamped addressed envelope to the Secretary, Yorkshire and Humberside Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, HG1 2HW.

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Secondary experience ... advantage. It would be ... useful to be a car driver.
Temporary to Easter ...
Please apply by letter ... Director of Education, ... Town Hall, Middleton ... Cheadle, Oldham SK8 ... including full cv and name ... address of 2 referees by ... January 1986.
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BILINGUAL German Teacher available part time fully experienced. Tel: Medway 550475. (92070) 730000

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Excellent value for money activity holiday programmes. Tel: 06378 75893 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG. 680000

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Qualified instructor drivers required for March 1986. Interviews by arrangement B.a.s.i., R.Y.A., Tidal Instructors and/or Climbing Canoeists (B.C.U. 3.1. or 3.2.) Female and Male vacancies.
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For further details and application forms apply to The Instructor, Outdoor Activities Centre, Calshot Spit, Fawley, Southampton SO4 1BR or phone Fawley (0703) 892547) enclosing an S.A.E. (92836) 680000

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LECTOR IN ENGLISH
Female for two years from Apr. 1986. Candidates with suitable TEFL qualifications aged 23 - 30. Salary circa ¥1,600 p.a. tax-free plus return air-fare, health insurance. Low-cost furnished accommodation provided.
Applications with CV, photo and two references to Roger Mechin, Dept of English, Chukyo University, Nagoya Showeicho, Nagoya, Japan. Interview London. (931811) 700000

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Requires a TEACHER of EFL with minimum RSA Diploma and 2 years experience, some abroad. Experience and liking of post-proficiency teaching necessary.

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Educational Courses

BANGOR
UNIVERSITY COLLEGE OF NORTH WALES

'A' LEVEL PHILOSOPHY

A residential course for teachers of 'A' Level Philosophy will be held 1 - 5 April 1986.

Further details and application form from the Course Organizer, Department of Philosophy, U.C.N.W., Bangor, Gwynedd LL57 2DG. Closing date: 31st January 1986. (92063) 700000

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Details: The Director, Rheidol Study Centre, Penthuncoch, Aberystwyth SY23 3EX. Tel: 0970 828528. (91467) 760000

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R.S.A. Preparatory Certificate in Teaching English as a Foreign Language. Course dates: March 10th to April 4th and April 28th to May, June 30th to July 25th 1986. Fee £495 + £25.50 RSA registration fee.

Information and application forms from Marble Arch English, 181 Edgware Road, London W2. Tel: 402 5873. (01358) 750000

LINGUARAMA
The International language teaching organisation with 35 centres in the United Kingdom and Abroad will have a number of vacancies for new entrants to the field of E.F.L. Teaching posts will be available in Germany, Finland, Spain, Portugal, Italy, France and the U.K.
Applicants should possess a good degree or teaching qualification and have completed a Linguarama T.E.F.L. Introductory course.
Information and application form from Linguarama Personnel Dept. New Oxford House, 16 Waterloo St., Birmingham B2 5UG. (58926) 750000

PSYCHOTHERAPY
Degree Course. Details School of Psychological Studies, Ditton Street, Ilminster, Somerset TA19 0BQ. (92929) 760000

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Courses for non-native speaker teachers of English as well as British teachers and Graduates.

Open Polytechnic Distance Training programme plus short residential block leading to: Certificate in TESOL, Associate Diploma (TESOL), Licentiate Diploma (TESOL).

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CAMBRIDGESHIRE
NORTHERN AREA
Equal Opportunity Employer
Required for April, 1986:
Applications are invited from qualified teachers for the post of ESL Teacher (Scale 3) for the Peterborough area of Cambridgeshire. The successful applicant will teach ESL at the Ken Stimpson Community School, Stanilend Way, Werrington, Peterborough.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Office, Bourhill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date for receipt of applications 30th January 1986. (92206) 710000

Educational Courses

GUILDFORD
EXCEPTIONAL PRIVATE TUTOR
EXCEPTIONAL SALARY
Full time tutor required for 18 year old boy, first year 'O' level courses. Essentials are: previous track record, references and ability to understand pupil's strengths, weaknesses and previous history. Location is Guildford, Surrey.
Applications by January 3rd 1986 work to begin January 14th 1986.
Do not apply if you do not have ... experience/ qualifications.
Write Box No. TES 00478, Priory House, St John's Lane, EC1M 4BX. (93927) 770000

HOME TUTORS required throughout Great Britain. Personal Tutors (T.E.S.) Chesadle House, Mary Street, Cheadle, Ches. Tel: 061-428 2985 (24 hours). (07095) 770000

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GRADUATES IN SOCIOLOGY OF THE UNIVERSITY OF LEEDS

We would like to hear from all graduates, particularly those who are school teachers.

Please send your address to the Department of Sociology, University of Leeds, Leeds LS2 9JT. (95155) 800000

WRITE and sell Children's Stories. Mail tuition Sales assistance. Free booklet Children Features, (TES), 5/9 Poplar Square, Salford, Manchester M27 6DB. (05736) 800000

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CARPETS and Carpet Tiles almost trade prices. Most makes. Free delivery. Cordiva Carpets, 87 Cross Green, Formby, Nr. Liverpool. Tel: 07548 74859 or 71159. (44056) 660000

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Properties for Sale & Wanted

SCHOOL FACILITIES NEEDED July - Sep. London 1986 for summer language school. Please write: M. Walker, 55 Warwick Square, London SW1. Tel: 01-834 2188/93134) 540000

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Home exchanging offers a chance to see the world at low cost and in comfort.
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Further details and form s.a.e. to: Mrs. T. Plant, Mill on the Brue Activity Holidays, Trendle Farm, Bruton, Somerset BA10 0BA. Tel: 0749 812307/813589. (92960) 910000

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Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln LN1 1YL. Telephone Lincoln (0522) 24492.

Closing Date 1 January 1986 (16061)

Lincolnshire
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Relevant experience and qualifications in adult education and/or housing management will be an advantage. The job involves a substantial evening work commitment for which time off in lieu will be granted.

Salary is NJC scale 6 currently £10,227 to £10,839 (inclusive of London Weighting Allowances). Essential car user allowance, car loan and contributory pension schems available.

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Please note our office will close on Friday 20 December for the Xmas period and will re-open Monday 30 December. Closing date for return of applications noon on Monday 13th January 1986.

CDS is an equal opportunities employer. Applications are invited from all persons with the necessary ability for the above post regardless of race, creed, sex, sexual orientation, age or disability. (1666)

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Myton Road, Warwick

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HALF TIME
£8,044–£8,704
(Headteacher Group 9)

Due to retirement, a fully qualified and experienced Educational Psychologist is required as soon as possible for 18½ hours per week, to be based initially at Slough and serve a group of schools in that area. Applicants must have an honours degree in Psychology, a minimum of two years qualified teaching experience and have successfully completed a recognised post-graduate training in Educational Psychology.

Application forms and further details from The Director of Education (PR), Shire Hall, Shinfield Park, Reading RG2 9XE. Telephone: Reading 875444, Extn. 3424. Informal enquiries may be made to the Principal Educational Psychologist, Mr D Brownhill, Reading 57683.

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